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IDENTIFIERS	Collected Works

ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

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Resources in Vocational Education 12

1979 Volume 12 Number 4

ED181335

CE 024 027

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EDUCATION

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The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

ISSN 0095–3784

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, 1978. ED 164 800.

An aid to locating documents processed for the AIM/ARM information system, this index consolidates over 17,000 VT (AIM/ARM accession) numbers in one easy-to-use guide with cross reference to the ERIC system's numbering. Availability of documents through the ERIC Document Reproduction Service (EDRS) is shown.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, 1978. ED 164 799.

This document provides a set of instructions and a model to guide authors in developing publications that meet both the criteria of federal and state government sponsors and criteria for inclusion in information retrieval systems. Included are step-by-step instructions on format, considerations for physical appearance, a brief discussion of content requirements, and a short section on copyright considerations.

Current Projects in Vocational Education – FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Wesley E. Budke and Ruth Gordon, 1977. ED 138 782.

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1–September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Current Projects in Vocational Education–FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Ruth Gordon and Lois Ann Sellers, 1978. ED 151 611.

This compilation presents abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977. The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Resources in Vocational Education is a bimonthly publication of the National Center Clearinghouse at the National Center for Research in Vocational Education. Requests for information, changes of address, and other mail items should be addressed to: Resources in Vocational Education, Information and Field Services Division, the National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Telephone: (614) 486-3655.

Editor: Patricia Arthur

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Source of Contract:	Department of Health, Education, and Welfare (DHEW) Office of Education Bureau of Occupational and Adult Education Washington, D.C. 20202
Project Officer:	Paul Manchak
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Clearinghouse Director:	Wesley E. Budke
Disclaimer:	This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

CONTENTS

Information Products ii

Funding Information iii

Foreword v

DOCUMENTS

Resumes 1

Indexes 31

PROJECTS IN PROGRESS 57

Project Titles by State 73

ORGANIZATIONAL RESOURCES

Division of Research and Demonstratio 77

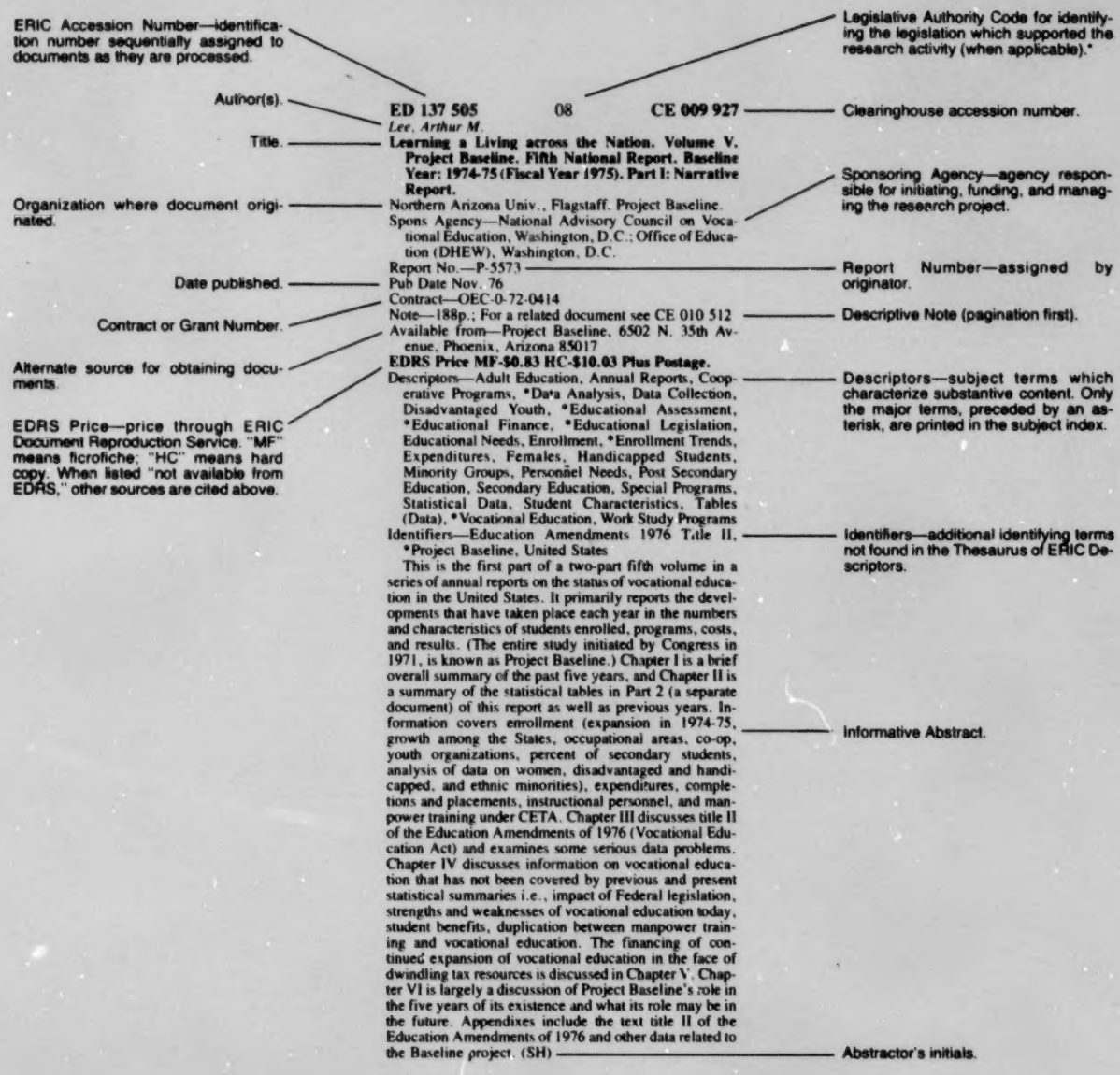
Curriculum Coordination Centers 77

Research Coordinating Units 78

How to Order Documents 81

How to Order Subscriptions 83

SAMPLE DOCUMENT RESUME


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
Author(s).
Title.
Organization where document originated.
Date published.
Contract or Grant Number.
Alternate source for obtaining documents.
EDRS Price—price through ERIC Document Reproduction Service. "MF" means ficrofiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.
Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*
Clearinghouse accession number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
Informative Abstract.
Abstractor's initials.

ED 137 505 08 **CE 009 927**

Lee, Arthur M.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—P-5573

Pub Date Nov. 76

Contract—OEC-0-72-0414

Note—188p.; For a related document see CE 010 512

Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs

Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

DOCUMENTS

Resumes

The document resumes presented in this section are numerically ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, or institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 157 991 CE 015 943

International Labour Standards. A Workers' Education Manual.

International Labour Office, Geneva (Switzerland).

Pub Date—78

Note—105p.

Available from—International Labour Office, Washington Branch, 1750 New York Avenue, N.W., Suite 330, Washington, D.C. 20006 ($4.95, quantity discount)

Document Not Available from EDRS.

Descriptors—Civil Liberties, Educational Programs, Foreign Policy, Global Approach, *Governance, *International Law, International Organizations, International Programs, Labor Conditions, *Labor Education, *Labor Problems, *Labor Standards, Labor Unions, *Policy Formation

Identifiers—*International Labour Organization

Concerned with the standard-setting work of the International Labor Organization (ILO), this manual is chiefly intended to provide guidance for worker's education instructors and trade union officials. It contains nine chapters: (1) the ILO origins and history are traced and the structure is explained; (2 & 3) procedures for the origination and adoption of international labor standards in the form of conventions and recommendations are described; (4) purposes and contents of international labor standards that have been adopted are delineated; (5 & 6) procedures, supervisory or promotional, developed to ensure effective and widespread application of those standards are analyzed; (7) special complaints procedures that exist to deal with alleged violations of ILO conventions are outlined; (8) the special procedures that exist as regards freedom of association and trade union rights are reviewed, and (9) the practical effect that conventions and recommendations have had over the years among the member states of the ILO is documented. A classified guide to international labor standards and a select bibliography are also included. (Other worker education manuals available through ILO are listed. One of them, Accident Prevention (ED 069 906) is available through ERIC.) (CSS)

ED 157 992 CE 016 241

Reid, Charles L., III

Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.

Pub Date—3 May 78

Note—11p.; Paper presented at the National Conference on Job Creation and Development (Crystal City, Virginia, May 3, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adults, Delivery Systems, *Educational Needs, Employment Problems, Employment Projections, Government School Relationship, Individual Characteristics, Job Training, *Occupational Mobility, *Program Improvement, Publicize, School Community Relationship, *Unemployment, Vocational Counseling, *Vocational Education

In order to impact on unemployment of adults and to increase job mobility, the following needs must be met: an increased number of adequate delivery systems; improved teacher education and guidance and counseling programs; early exposure to career development with equal, if not greater, emphasis placed on vocational education; identification of client needs, specifically the needs of the currently unemployed and members of special needs groups; and high visibility from a publicity and media standpoint. Close relationships must be established among the education community, legislative community, and employment community so that (1) forecasting systems for future job needs can be developed; (2) the needs of the unemployed, employees, and employers can be identified; and (3) both long-range and short-term programs can be developed to meet these needs. (BM)

ED 157 993 CE 016 267

Moyerman, Sue

Relevance of Health Care Administration Curricula.

Pennsylvania Univ., Philadelphia. Leonard Davis Inst. of Health Economics.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date—Apr 78

Contract—1-MB-44192

Note—272p.; Parts of appendix may be marginally legible

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Administration, *Administrative Personnel, *Administrator Education, Curriculum Development, *Curriculum Evaluation, *Employment, Employment Patterns, Employment Qualifications, Employment Statistics, Geographic Distribution, Graduate Surveys, *Health Occupations, *Health Personnel, Higher Education, Masters Degrees, National Surveys, Occupational Information, Occupational Surveys, Program Attitudes, Program Evaluation, Relevance (Education)

Identifiers—United States

This study sought to determine whether the curricula of master's level health administration programs in the United States are relevant to professional needs and whether these programs change appropriately as professional needs change. The content is in seven chapters. The first covers the research design and survey methodology. Chapter 2 describes the types of health care organizations for which graduates were working, employment trends, and the geographic distribution of the respondents. The third chapter explores some important characteristics of the organizations which employed most program graduates and analyzes the types of positions they held while the next chapter describes the principal on-the-job activities of the graduates in various organizational settings. Chapter 5 on curriculum relevance and emphasis relates employment patterns and on-the-job activities to master's level educational programs. It first presents the graduates' judgments as to the relevance of eighteen curriculum topic areas and then explores their perceptions of curriculum emphasis in the same eighteen areas. Chapter 6 contains alumni evaluations of master's level programs along several dimensions including overall quality and adequacy in specific skill areas. In chapter 7, the findings regarding the internal processes of program evaluation and curriculum change are presented. The final chapter summarizes and discusses the major findings. (EM)

ED 157 994 CE 016 444

Cowan, Douglas K.

Comparative Occupational Survey of Civilian and Military Members in the Pavements Maintenance and Construction Equipment Operator Specialties. Final Report for Period 1 October 1975-30 October 1977.

Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.

Report No.—AFHRL-TR-77-81

Pub Date—Dec 77

Note—41p.; Information in Table B1 may not reproduce well due to small, thin print; For a related document see ED 151 582

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Building Equipment, Comparative Analysis, Complexity Level, Equipment Utilization, *Government Employees, Job Analysis, *Laborers, Maintenance, Military Personnel, Occupational Information, Occupational Surveys, *Task Performance, Tenure, *Work Attitudes

Identifiers—*Air Force, *Equipment Operators, *Pavements Maintenance Specialists, United States

A study was conducted to analyze and compare the job performance of civil service and military pavements maintenance workers and construction equipment operators. A military sample of 2,675 and a civilian sample of 1,974 were surveyed by means of a job inventory checklist and relative time spent rating method. Of the three job types that were identified (grounds maintenance, equipment operators, and pavements workers), military grounds workers expressed the lowest job interest and job utilization of training and skills. No significant difference was found between civilian and military members in number of tasks performed for the total sample; however, average task difficulty and job difficulty appeared higher for the military. A major difference was discovered in length of time on the job with military members reporting considerably less time because of their transitory status. Generally, civilian workers indicated higher job interest and job utilization than did military personnel. To determine if the improved utilization of equipment was an effective means of increasing job interest for military members, a comparison was made between military data collected in 1969 and the current data, and an increase in job interest was indicated as a result of greater equipment use. (ELG)

ED 157 995 CE 016 445

Pritchard, Robert D. Montagno, Ray V.

Effects of Specific Vs. Nonspecific and Absolute Vs. Comparative Feedback on Performance and Satisfaction. Final Report for Period 1 July 1975-30 September 1976.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.; Air Force Office of Scientific Research, Washington, D.C.

Report No.—AFHRL-TR-78-12

Pub Date—May 78

Contract—AFOSR-76-2873

Note—63p.; Some appendix materials will not reproduce well due to poor print quality; For a related document see CE 017 461

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Clerical Workers, Comparative Analysis, Evaluation Methods, *Feedback, *Job Satisfaction, Methods Research, Military Training, Motivation, Motivation Techniques, *Performance, Performance Factors, *Productivity, Self Actualization
Identifiers—*Intrinsic Motivation

In a study focusing on intrinsic motivation as a possible approach to improving the motivation and productivity of Air Force personnel, a factors list was generated from a literature review and intuitive analysis. Performance feedback was selected for further study. Fourteen feedback dimensions were identified and defined; and a number of psychological processes were outlined in terms of possible relationships with feedback. Two feedback dimensions were then selected and manipulated in an experimental setting. The first dimension, specificity, varied the amount of information subjects received about their error types. The second dimension was absolute versus comparative feedback. Thirty-one subjects were given either their own performance data or their own plus their relative group standing. Results showed a positive effect for feedback on performance and errors. Nonspecific feedback contributed most to performance increases and error reduction, and within the nonspecific condition, comparative was found to be superior. The findings were also explained in terms of psychological processes. It was concluded that increasing performance feedback shows good potential for ultimately enhancing productivity in Air Force field settings. (Author/CSS)

ED 157 996 CE 016 446

Wiley, Llewellyn N. Hahn, Clifford P.
Task Level Job Performance Criteria Development. Final Report.
Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.; American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-77-75
Pub Date—Dec 77
Contract—F41609-71-C-0010
Note—59p.; Parts of document may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Aviation Mechanics, Enlisted Personnel, Equipment Maintenance, *Evaluation Methods, *Job Analysis, *Job Skills, Peer Evaluation, *Performance Criteria, Predictor Variables, Radio Technology, Self Evaluation, Statistical Analysis, Tables (Data), *Task Performance, Telecommunication

This study investigated possibilities for improving identification of job performance requirements by examining job incumbent's performance on separate tasks. Three specialties were studied: 291X0, Telecommunications Operation Specialist; 304X4, Group Radio Communications Equipment Repairman; and 431X1C, Aircraft Maintenance Specialist. Incumbent's task performance was rated by incumbents, peers, and supervisors; and tests and inventories (eleven cognitive tests, Biographical Inventory, Vocational Interest Career Examination, and Forty-three Item Job Satisfaction Information blank) were administered. Air Force records were obtained to secure the following data: incumbent grade, service time, sex, education, and Aptitude Index scores. Two correlations were run between raters: correlating performance on separate tasks and correlating performance on six appraisal dimensions. Cross-rater reliabilities were low, but significant, on task assessments, and in the r=.40 range on appraisal. Low correlations were found for nontask predictors such as grade, service time, and Aptitude Indexes. All measures, except training origins and task performance satisfaction, were put into regression problems to account for peer and supervisor ratings. Data suggest different factors were important for different kinds of work and for different performance appraisal dimensions. Difficult tasks (in terms of learning time) were better measured on performance. (Author/CSS)

ED 157 997 CE 016 627

Crews, James W., Ed. Dickerson, Z. S., Jr., Ed.
Curriculum Development in Education for Business. National Business Education Yearbook, No. 15.
National Business Education Association, Washington, D.C.
Pub Date—77
Note—256p.; Parts may be marginally legible due to type size
Available from—National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 ($10.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Business Education, *Career Education, Curriculum Design, *Curriculum Development, Distributive Education, *Educational Coordination, Educational Planning, Elementary Secondary Education, Historical Reviews, Models, National Surveys, Post Secondary Education, Program Administration, Program Descriptions, Teacher Education, Yearbooks
Identifiers—United States

This 1977 yearbook on business curriculum development from the elementary through baccalaureate educational levels is intended to provide teachers, curriculum specialists, and administrators with information regarding what curricula are being implemented. The content is in fourteen chapters, titled as follow: (1) Historical Perspectives of Education for Business, (2) The Role of Education for Business in Career Education, (3) The Role of Education for Business in the Elementary School, (4) Coordinating the Elementary School and Junior High or Middle School Business Programs, (5) Developing Education for Business in the Junior High or Middle School, (6) Coordinating the Junior High or Middle School and the Secondary School Business Programs, (7) Developing Education for Business in the Secondary School, (8) Coordinating the Secondary School and the Two-Year Postsecondary School Business Programs, (9) Developing Education for Business in Two-Year Postsecondary Schools, (10) Coordinating the Two-Year Postsecondary School and Four-Year College and University Business Programs, (11) Developing Education for Business in Four-Year Colleges and Universities, (12) Developing Distributive Education Programs, (13) Developing Business Teacher Education Programs [includes both the traditional and competency-based approach to teacher education], and (14) The Leading Edges of Business Education Curriculum Development [includes the results of a national survey of business education teachers and supervisors]. (EM)

ED 157 999 CE 016 798

Fox, Wayne L. And Others
Individual Differences in Learning Performance: The Role of Aptitude.
Human Resources Research Organization, Alexandria, Va.
Pub Date—[69]
Note—80p.; Not available in hard copy because of poor reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Ability, Achievement Rating, Adult Vocational Education, *Aptitude, *Complexity Level, Enlisted Personnel, High Achievers, *Individual Differences, *Job Training, Learning Difficulties, *Low Ability Students, Low Achievers, Military Training, Performance Tests, Skill Development, *Task Performance, Teaching Methods, Vocational Aptitude
Identifiers—Armed Forces Qualification Test

A study was designed to examine relationships of aptitude level to training performance on tasks of varying complexity and to determine if differential job training might be required. A complexity rated training battery with eight tasks (simple/choice monitoring, rifle assembly/disassembly, equipment preparation, map symbols, phonetic alphabet, and position plotting) was administered to 183 recruits selected through Armed Forces Qualification Test (AFQT) scores. Three homogeneous experimental groups were formed from subjects with different aptitude levels (HI-AFQT, MD-AFQT, and LO-AFQT). Results on simple and choice monitoring tasks revealed LO-AFQT subjects displayed poorer response times compared to HI-AFQT subjects. Rifle assembly/disassembly task differences were noted in favor of HI-AFQT subjects for mean response time and prompts. LO-AFQT subjects required more prompts, trials, and learning time than HI-AFQT subjects on the equipment preparation task. Wider within-group variability was noted for LO-AFQT subjects than other groups on map symbols and phonetic alphabet tasks. On the position plotting task LO-AFQT subjects required more training and displayed more within-group variability than HI-AFQT subjects. Findings suggest efficient training will depend on recognition of individual aptitude differences and instructional program designs compatible with individual learning rates and final performance capabilities. (CSS)

ED 158 000 CE 016 902

Labor Force Information for Affirmative Action Programs.
Hawaii State Dept. of Labor and Industrial Relations, Honolulu. Research and Statistics Office.
Pub Date—Mar 77
Note—72p.; Not available in hard copy because of reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Affirmative Action, Census Figures, Definitions, *Demography, Employment Opportunities, *Employment Statistics, *Females, Guides, Labor Force, Labor Legislation, Manpower Utilization, *Minority Groups, Occupational Clusters
Identifiers—*Hawaii

Information is presented to assist Hawaii employers in developing affirmative action plans as required for federal contract compliance. In the first section, information is provided on the ramifications of geographical area coverage, the sources for the attached statistical data, the definition of manpower resources, and the availability of this data package and related background information (for employers from the Research and Statistics Office of the Hawaii State Department of Labor and Industrial Relations). Consideration of all manpower resources is emphasized in evaluating and establishing goals for the utilization of minorities and women in the work force. In section 2 an occupation classification system with twelve major headings is outlined; in section 3, thirteen population and/or labor force definitions are given. In the last section, tables of the 1970 Hawaii population census data are provided. The four tables include (1) population and labor force statistics by sex and minority status, (2) labor force information by sex and minority status, (3) occupation of employed persons by sex and minority status, and (4) previous occupation of unemployed persons by sex and minority status. All data is presented for the state and for the four individual counties. (CSS)

ED 158 002 CE 017 028

Richardson, Lee And Others
Consumer Education: A Position on the State of the Art.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date—[15 Aug 77]

Contract—POO760400
Note—63p.; Some pages in this document may not reproduce well due to broken type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Business Responsibility, College Curriculum, Consumer Economics, *Consumer Education, Consumer Protection, Consumer Science, Decision Making, Educational Legislation, Historical Reviews, Marketing, *State of the Art Reviews

Including the introduction, this document is a collection of seven short papers that discuss facets of consumer education (CE). The Introduction defines CE and lists five assumptions used throughout the report (e.g., CE is generally understood, but not precisely defined enough for the people implementing it to have a uniform understanding; schools or media are not integral to CE, but can be involved). The Introduction concludes that the state-of-the-art in CE is severely disappointing. Paper 2 discusses the potential effect of CE. Listed are ten short (two-to-five-line) examples called "actions," which describe a particular consumer behavior (e.g., buying unbranded aspirin and saving 75%); following each action are brief discussions of that action's implication for (1) the marketplace, (2) consumer welfare, and (3) consumer behavior and values. The third paper lists eleven major roadblocks to CE (e.g., national consumer advocate organizations having not mounted a significant campaign or effort to create or implement a federal consumer education program). Paper 4, Perspectives on the Content of Career Education, notes that CE is partial preparation for and guidance in the art of living and offers an analysis of educational fields that most directly influence CE. Paper 5 gives a brief history of CE and lists major developments in two time periods–1920-1950 and 1965-1975. The latter is listed year by year. The sixth paper (the most extensive of the seven) surveys institutional roles and potentials and makes recommendations. The last paper briefly identifies future alternatives for the development of CE. (VB)

ED 158 004 CE 017 186

Bertram, Charles L. And Others
Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.
Appalachia Educational Lab., Charleston, W. Va.
Pub Date—15 Jun 77
Note—234p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Employment Projections, Employment Statistics, Employment Trends, *Health Occupations, Job Market, Labor Market, *Labor Supply, *Manpower Needs, Models, *Nursing, Occupational Information, Paraprofessional Personnel, Statewide Planning
Identifiers—West Virginia (Charleston)

This report describes a project that developed and field tested a model for projecting state-wide manpower needs in the allied health and nursing occupations in West Virginia and presents projections made for sixteen allied health and nursing occupations in the Charleston area. The content of the report is presented in three sections. The first covers the project purpose and methodology. Section 2, comprising three-fourths of this report, contains the projection of manpower needs for sixteen allied health and nursing occupations and for each occupation includes occupational description, sources of data, supply characteristics, demand characteristics, and training needs. The sixteen occupations covered are registered nurse, certified/registered nurse anesthetist, licensed practical nurse, operation room technician, radiologic technologist, cytotechnologist, medical laboratory technician, medical record technician, dental hygienist, physical therapist, respiratory therapist, nuclear medicine technologist, medical technologist, certified laboratory assistant, registered dietitian, and physician's assistant. The last section summarizes the projections and offers some recommendations for further studies. (EM)

ED 158 006 CE 017 284

Booher, Harold R.
Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.—NPRDC-TR-78-26
Pub Date—Jul 78
Note—101p.; Some illustrations in this document may not reproduce well
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Cost Effectiveness, Delivery Systems, Evaluation, Instructional Aids, *Job Analysis, *Job Training, Military Training, On the Job Training, *Staff Improvement, State of the Art Reviews, *Systems Analysis, Systems Concepts, *Training Techniques, Transfer of Training
Identifiers—*Job Performance Aids

Conducted as part of a major effort to test and evaluate Job Performance Aids (JPA) and their integration with Navy personnel and training systems, this study systematically reviewed and organized existing JPA techniques, related research data, and various applicable principles and concepts. One hundred and one JPA systems and techniques were classified under the following five categories: (1) format/content, (2) display media, (3) applied training, (4) peripheral test/diagnostic, and (5) delivery systems. The following factors were identified as critical to the development of a JPA algorithm: personnel aptitude and experience; type and complexity of task; type and complexity of equipment; and the degree of proceduralization required. A conceptual model was developed for use by the JPA community in making cost trade-off analyses, writing JPA selection algorithms, and grouping theoretical trends. The study also examined a theoretical base for the use of memory in JPA's; previewed a theory for mixing JPA techniques, principles, and methodologies; and set goals for future JPA research and technology efforts. (Author/BM)

ED 158 007 CE 017 285

Correctional Training: Institution Familiarization. Part 1: Background Material.
Bureau of Prisons (Dept. of Justice), Washington, D.C.
Note—106p.; For a related document see CE 017 287
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Corrective Institutions, Course Organization, *Entry Workers, *Evaluation, Evaluation Criteria, Evaluation Methods, Inservice Education, *Instructor Coordinators, *On the Job Training, Performance Based Education, Program Content, Remedial Instruction, Teaching Guides, Teaching Methods, Teaching Skills, Testing, *Training Objectives

Designed to assist training coordinators in the initial institution familiarization training for new employees in correctional institutions, this manual consists of two parts: this document (Part I), which is the training coordinator's guide, and the training program (Part II - CE 017 287). In a general introduction the advantages of these course materials are outlined, stressing (1) how their use within the first forty hours after an employee's entry on duty insures standardized, uniform training of staff at all federal prisons; (2) the instructor's capability of being flexible and creative in his approach because of the variety in types of training materials; (3) that tests are included to measure whether or not the training objectives have been met and that remedial lesson plans are provided to correct low performance in any area. A recommended sequence is given for the four subject areas (introduction, security, working with inmates, and emergency) which are covered in Part II. The major parts of this guide are as follow: a lesson plan on evaluation objectives to be met by the training coordinator; a lesson outline, focusing on how to write, give, and use evaluative instruments; practice and written tests for all four subjects in Part II, including instructions for their use and answer keys; a lesson plan to develop local training materials to meet unique local institutional needs while being consistent with the overall goals and tone of this program; and an outline for remedial training evaluation and design. (ELG)

ED 158 008 CE 017 287

Correctional Training. Institution Familiarization. Part II: The Training Program.
Bureau of Prisons (Dept. of Justice), Washington, D.C.
Note—162p.; Some illustrations toward the end of this document may not reproduce well. For a related document see CE 017 285
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Corrective Institutions, Criminology, Emergency Programs, Employee Responsibility, *Entry Workers, Human Services, Inservice Education, *Job Skills, *On the Job Training, Performance Based Education, Safety, Teaching Guides, *Training Objectives
Identifiers—Institutional Security Training

Designed to assist training coordinators in the initial institution familiarization training for new employees in correctional institutions, this manual consists of two documents: a training coordinator's guide (Part I - CE 017 285) and this document, the training program (Part II). Four training areas are treated: (1) an introduction consisting of personnel processing, clothing issue, a tour of the facilities, employee conduct and responsibility, a duty roster, and assignments; (2) security, focusing on contraband identification and control, security inspections, shakedowns, and tool and key control; (3) working with inmates, covering inmate programs and services, inmate accountability and custody, counting procedures, inmate discipline, incident report writing, administrative remedies, and the Freedom of Information and Privacy Acts; and (4) emergency, dealing with firearms, gas familiarization, and emergency plans. Each unit within these four categories contains, as applicable, a lesson plan which gives the unit's objectives, a lesson outline of course content, handouts, and visual aids for slides or overhead projection. Times for the introduction of local training materials are indicated throughout the four areas. Tests to determine if a unit's objectives have been met successfully are found in Part I. (ELG)

ED 158 009 CE 017 300

Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution. Final Report. Leadership Development Series: Advertising Services.
Beattie (A.W.) Area Vocational Technical School, Pittsburgh, Pa.Pittsburgh Univ., Pa. Div. of Teacher Development.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
Pub Date—Jun 78
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Curriculum Development, *Curriculum Evaluation, *Distributive Education, Evaluation Criteria, Instructional Materials, Job Skills, *Performance Based Education, Secondary Education, *Student Evaluation, Teacher Developed Materials, Teacher Workshops
Identifiers—*Advertising, National Distributive Education Clubs of America

To provide materials for a national exchange program and a Pennsylvania activities bank, a project was designed to produce materials for teacher-coordinators of high school distributive education. The project objectives were to (1) review and evaluate competencies necessary for advertising service careers, (2) develop activities and evaluative instruments for students, (3) evaluate activities and evaluative instruments, and (4) review the materials, if necessary, and prepare them for distribution

to teacher-coordinators. Accomplishment of these objectives was evaluated positively. The project procedure involved the project coordinator, one editor, three consultants, and fourteen teacher-coordinators who participated in three writing workshops to develop competency-based materials for ten service areas: advertising, communications, display, human relations, mathematics, merchandising, product and service technology, operations, management, and selling. Competency areas were divided into two levels, Master Employee and Manager Owner. Participants produced forty-two activities and evaluative instruments. The activities designed for use in competitive events were written using a format based upon the National Distributive Education Clubs of America (DECA) criteria. (Appendixes contain a statement on competency ranking for advertising services, format for writing competency-based series events, written event check-off list, seven sample writing formats, and a validation form.) (CSS)

ED 158 011 CE 017 314

Campbell, Clifton P.

Renewal in Education with Emphasis on Careers.

Pub Date—[75]

Note—8p.; Some parts of document may not reproduce clearly due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Access to Education, Adult Education, *Career Education, *Educational Change, *Educational Improvement, Educational Needs, Educational Objectives, Elementary Secondary Education, Foreign Countries, Job Training, Retraining, *Vocational Education

Identifiers—United States

Government statistics reveal nearly 2.5 million students leave schools yearly without adequate work preparation. Support for career education, as a renewal force, is needed to redirect educational emphasis from academic elitism to open access for occupational preparation. Vocational school graduates choose advanced education almost as often as their academic counterparts. As a primary administration aim, the United States Commissioner of Education advocates career education for all American children. Expansion of that position should provide career education to all regardless of age or social background; we are on the threshold of providing citizen's entitlement to occupational preparation. Career education is a systematic way to (1) acquaint elementary and middle school students with the work world, (2) prepare high school and college students to enter and advance in their chosen field, and (3) allow adults to re-enter formal education, upgrade skills, or enter new fields. To meet changing work needs, we must provide exposure and experience before job entry preparation and retraining opportunities. Perhaps career education should be offered first to students in school and then periodically after employment. Through paid educational leaves, workers in many countries (France, Russia, etc.) continue formal education, without age limit. (CSS)

ED 158 012 CE 017 337

Pines, Marion W. Morlock, James H.

Work Experience Perspectives: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Note—39p.; Quoted matter appearing throughout this document will not reproduce well due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00321-1)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Demonstration Programs, Disadvantaged Groups, Employment Problems, *Employment Programs, Federal Legislation, Job Training, *Models, National Programs, Program Administration, *Program Descriptions, *Program Design, Program Development, Program Effectiveness, *Program Planning, *Work Experience Programs

Identifiers—Comprehensive Employment and Training Act, United States

This monograph on work experience program models is designed to help prime sponsors of programs under the Comprehensive Employment and Training Act (CETA) understand the potential of the work experience activity as an employability development tool. The content is presented in seven sections. The first section is a brief introduction, while section 2 presents a working definition of work experience. The focus of the third section is on the labor market mismatch between the labor force and the supply of jobs, and the need for an intervention such as work experience. The fourth section covers the advantages of the work experience strategy for specific population subgroups, work simulation, and other community human service systems. Section 5 overviews the historical evolution of the work experience models developed under categorical programs. The next section examines the key steps in the program planning process and the crucial elements in designing work experience programs. Its focus is on setting the goals and objectives of program design, targeting the client groups, adjusting program content to client needs, developing assessment designs, designing administrative structures and components, and scheduling for implementation. The concluding section describes seven work experience program models. (EM)

ED 158 013 CE 017 343

Guidelines on Pregnancy and Work. Research Report.

American Coll. of Obstetricians and Gynecologists, Chicago, Ill.

Spons Agency—National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.

Pub Date—Sep 77

Contract—210-76-0159

Note—82p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Employment Practices, *Environmental Influences, Federal Legislation, *Guidelines, Gynecology, Health Guides, Health Needs, Health Programs, Job Placement, Occupational Diseases, Perinatal Influences, Physiology, *Pregnancy, Prenatal Influences, *Safety, Special Health Problems, Work Environment, Work Experience, *Working Women

Identifiers—Occupational Safety and Health Act

Presented in seven sections, these guidelines developed largely by physicians are designed to protect the pregnant worker's health. As defined in section I, the guidelines seek to aid the pregnant worker's physician to develop recommendations for job placement, work continuation during pregnancy, and return to work following delivery. In section II health and job-related problems, pregnancy-related disability, and other issues are addressed. It is noted that despite legislation, such as the Occupational Safety and Health Act, problems remain. Peri-conceptional hazards are considered in section III; section IV discusses the physician's assessment of the patient's work and occupational environment. A sample form to aid assessment is included. Section V explores alternative physician recommendations for the worker's job fulfillment. A chart of toxins and effects is presented. Section VI examines physiological changes by trimester, followed by a systems review of normal pregnancy, complications, and environmental factors. The appendixes contain references, suggested readings, and contact addresses for the National Institute for Occupational Safety and Health, the Occupational Safety and Health Administration, state designated agencies, medical schools, and professional associations. Data and examples of women's occupational exposures, a glossary of occupational medicine terms, and an index for the guidelines are also appended. (CSS)

ED 158 015 CE 017 346

Spann, Jerry

Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].

Dane County Affirmative Action Office, Madison, Wis.

Pub Date—8 Aug 77

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Vocational Education, Career Education, *Career Exploration, County Programs, Decision Making Skills, Demonstration Programs, Employer Employee Relationship, Experiential Learning, *Job Placement, Job Training, Learning Activities, Manpower Development, On the Job Training, Program Design, Remedial Instruction, *Specialization, *Training Techniques, Vocational Education, *Work Experience Programs

Identifiers—Adult Work Experience Program, *Comprehensive Employment and Training Act, *Experience Based Career Education, Wisconsin

To address the Comprehensive Employment and Training Act (CETA) client's need for career development experience and skills, the Affirmative Action Office of Dane County (Wisconsin) and the Adult Work Experience Program (AWEP) staff plan to implement a year-long training program aimed at job exploration, internship, and personalized decision making. This Experience-Based Career Education (EBCE) program is designed to introduce employer-directed career development into the placement process. Primarily adapted from the Philadelphia model which was developed and field tested by the National Institute of Education, the proposed training design utilizes a two-phase, pre-placement learning process. Following in-take evaluation, phase 1 begins with the client's exploration of as many as five areas: labor and maintenance, social services, health services, business and office, and civil and criminal law. In phase 2, specialization, clients select internship sites and design skill-centered learning contracts. Guidance and basic skills remediation are offered, and clients are helped to determine their needs and interests and to make personalized career choices. (Appended are [1] a continuum of possible exploration activities originating from the Philadelphia research, [2] examples of exploration programs using a Food and Drug Administration Program and a Philadelphia Free Library program, and [3] a sample specialization contract.) (CSS)

ED 158 017 CE 017 355

Clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, Funded under the Adult Education Act Sections 306 (A) (4) and 309 (1) and (2).

Clearinghouse Adell, Rockville, Md.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Pub Date—[78]

Contract—300-77-0483

Note—437p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01878-1)

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors—*Adult Basic Education, Basic Skills, Catalogs, Community Involvement, *Curriculum Development, Daily Living Skills, Educationally Disadvantaged, English (Second Language), Faculty Development, Federal Legislation, High School Equivalency Programs, *Instructional

Materials, Minority Groups, Performance Based Education, *Program Descriptions, *Program Evaluation, Projects, State Programs, *Teacher Education

Identifiers—306 Projects, 309 Projects, Adult Education Act 1966, United States

This catalog summarizes the information provided by forty-six states on 360 adult basic education projects funded under sections 306A and 309 of the amended Adult Education Act of 1966 during fiscal year 1978. Each of the one-page summaries, arranged alphabetically by state, includes one or all of the following: the state identifier, a subject title, program title, primary sponsor and contact, funding information and project duration, primary objectives, project description, target population, products developed in the project, evaluation information, and a list of descriptors with qualifying statements. Following the project summaries, twenty-five matrices are presented which show the distribution of projects along three program dimensions: learning objectives, educational components, and target populations. A subject index of the projects concludes this catalog. (EM)

ED 158 018 CE 017 375

Mott, Frank L. Shaw, Lois B.

The Transition from School to Adulthood.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—May 78

Note—40p.; Paper presented at the Conference on Young Women and Employment (Washington, D.C., May 1-2, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Development, Blacks, Caucasians, *Child Rearing, Comparative Analysis, Dropout Rate, Dropout Research, *Dropouts, *Employment, Employment Problems, *Females, *High School Graduates, Labor Force Non Participants, Mothers, Pregnancy, *Racial Differences, Statistics, Unemployment, Wages, Welfare Recipients, Work Attitudes

Identifiers—National Longitudinal Labor Market Surveys

A study was conducted on the transition to adulthood among women, age fourteen through twenty-four, who were high school dropouts or who did not attend college immediately after high school. Data for 1968-73 was gathered in interviews and from the National Longitudinal Surveys of Labor Market Experience. The information obtained was related to the subject's education, employment, training, and family experience. Relationships were examined among race, school leaving, motherhood, and employment status. School leaving and the imminence of marriage or a child were found to be associated with a major shift toward family role; the child's arrival resulted in a shift towards positive work attitudes. Almost [illegible] of three black dropouts and one out of three white dropouts plan to return to school; however, most do not return. Dropouts experienced higher unemployment rates, more part-time work, and less pay than graduates. When dropouts were compared to graduates after five years, findings revealed that most graduates were working, and most dropouts were not. By 1973 there were still substantial wage differences between graduates and dropouts. It was concluded that child-related considerations relate to dropping out and subsequently affect the ability of a woman to take formal training programs and to find meaningful employment at a reasonable salary. (CSS)

ED 158 019 CE 017 379

Olmstead, Joseph A. Elder, B. Leon

The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—ARI-TR-78-A2

Pub Date—Feb 78

Contract—DAHC-19-76-C-0048

Note—175p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrative Problems, *Administrator Education, Catalogs, Decision Making, Development, Evaluation Methods, *Game Theory, Guidelines, Inservice Education, Interpersonal Relationship, Job Skills, Literature Reviews, *Management Games, *Military Training, *Officer Personnel, On the Job Training, Performance Based Education, Problem Solving, Research Projects, *Simulation, State of the Art Reviews, Task Performance, Teaching Methods

Identifiers—*Army, United States

A research project was undertaken to provide a foundation for future research on the efficacy of games and simulations for use in training and assessing junior company-grade officers working in administrative, nontactical support, and staff jobs. Based on survey interviews with nineteen incumbents of Finance, Adjutant General, and Quartermaster Corps first-tour, entry-level jobs, work requirements, problem analysis, decision-making, and interpersonal tasks and problems were identified. A comprehensive literature review and state-of-the-art survey of simulation were conducted, and 351 games and simulations were surveyed to determine relevance for junior officers. After initial screening, the remaining 183 were intensively analyzed to identify processes and parameters involved in the games and simulations, and a descriptive model was developed to delineate their attributes. A methodology for evaluating management games and simulations in terms of effectiveness, efficiency, and the descriptive model was developed and applied to the sample 183. Fifty-two games and simulations identified as appropriate for the focal officers were catalogued with descriptions and evaluations as Human Resources Research Organization Research Product 77-22 (bound at the end of this report). In conclusion, a framework and guidelines for constructing games and simulations for training and assessment purposes were also developed. (Author/ELG)

ED 158 021 CE 017 413

Aller, Curtis C. And Others

Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.

Center for Applied Manpower Research, Berkeley, Calif.Joint Committee for Cannery Training Program, Inc., San Francisco, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—21-06-74-12

Note—123p.; Parts of some pages in this document may not reproduce well due to poor print quality

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00326-2)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Basic Education, *Affirmative Action, Demonstration Projects, Employee Attitudes, Employer Employee Relationship, Employment Practices, Employment Problems, Equal Opportunities (Jobs), Failure Factors, Federal Court Litigation, *Food Processing Occupations, Industrial Relations, *Industrial Training, *Job Layoff, Labor Market, Labor Unions, *Manpower Utilization, On the Job Training, Personnel Policy, Promotion (Occupational), Racial Discrimination, Sex Discrimination, Success Factors, Work Attitudes, Working Women

Identifiers—*California, *Canning Industry

An experimental and demonstration project was conducted over a five-year period in California to test the concept of lay-off time training to enable workers to qualify for promotion and increase their earnings. The canning industry was found to be a suitable area for this type of training since it had annual lay-offs followed by assured recalls to work and was feeling affirmative action pressures. The project's final efforts (after two years of discouraging experiences) in the canning industry were quite successful and included the following benefits: (1) extensive changes in the knowledge and attitudes of working women toward advancement and employment; (2) the job status of women improved; (3) both the companies and the union learned about the operation of their labor market; (4) the affirmative action process was accelerated; (5) the industry developed internal training programs; and (6) the public schools developed adult basic education for the cannery workers. Also, the project's training program was included in a U.S. Court approved Equal Employment Opportunity agreement for the industry. (ELG)

ED 158 022 CE 017 415

Blair, Judi, Ed.

Criminal Justice Education Directory, 1978-80.

International Association of Chiefs of Police, Inc., Washington, D.C. Research and Development Div.

Pub Date—78

Note—595p.

Available from—International Association of Chiefs of Police, Eleven Firstfield Rd., Gaithersburg, Maryland 20760 ($14.75; ten or more, 20% discount)

Document Not Available from EDRS.

Descriptors—Associate Degrees, Bachelors Degrees, *College Programs, Courses, *Criminology, Directories, Doctoral Degrees, Enrollment, Higher Education, Masters Degrees, *National Surveys, *Police, Post Secondary Education, Professional Education, Program Descriptions, Publications, *Statistical Data

Identifiers—*Criminal Justice, International Association of Chiefs of Police

This directory, a result of questionnaires circulated by the Behavioral Research Division of the International Association of Chiefs of Police, provides information on the types of programs and number of degree granting institutions that exist in the field of police science in the United States. The introduction traces the growth of police training programs from the first such program founded by August Vollmer in 1908 to the need for a directory of over 800 criminal justice education curricula. Section I contains three tables: table 1 gives the number of justice degree programs available by state; table 2 provides criminal justice personnel enrollment data by state, indicating whether police, judicial, or correctional personnel; and table three gives student enrollment data by state providing figures for both full- and part-time. Section II, the major portion of the document, provides an alphabetical listing of criminal justice programs by state, including degrees offered, curriculum areas, and courses offered. Section III describes three things: the law enforcement education programs, including types of financial assistance available, eligibility requirements for a grant, and an address of where to obtain further information; the Academy of Criminal Justice Sciences, including its purposes, a description of two documents it has published, and the name and address of a person to contact for further information; and the American Association of Doctoral Programs in Criminal Justice and Criminology, including its purpose, areas of conern, and names and addresses of two people to contact for further information. Section IV contains a description of eighteen publications available from the International Association of Chiefs of Police (IACP). (A publications order form is provided.) Also included in this section are blank questionnaire forms to be used by institutions to indicate additional program offerings or adjustments to current

programs listed in the directory. (JH)

ED 158 023 CE 017 425

Hadley, Sharon And Others

Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.

Fayette County Public Schools, Lexington, Ky.Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—78

Note—141p.; Not available in hard copy due to reproducibility problems; For a related document see CE 017 495

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Birth, *Child Development, Contraception, Curriculum Guides, Environmental Influences, *Family (Sociological Unit), Family Environment, *Family Life, Family Life Education, Family Problems, Instructional Materials, Intermediate Grades, Junior High Schools, Needs, Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, Parent Role, Parents, Pregnancy, Reproduction (Biology)

Identifiers—Kentucky

Intended for use by teachers on the middle or junior high school level in Kentucky, this curriculum guide outlines a four-week course in parenthood education. The eight units included are as follow: (1) responsibilities of parenthood, including parental roles and financial responsibilities; (2) human reproduction; (3) family planning and birth control; (4) pregnancy; (5) childbirth; (6) the needs of an expanding family; (7) providing a stimulating environment for child development; and (8) family crisis, such as death, illness, and divorce. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources (those for teacher use, rather than student use, are indicated). A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, role playing, discussion questions, pretests, and quizzes. (ELG)

ED 158 024 CE 017 426

Investigating Accidents in the Workplace. A Manual for Compliance Safety and Health Officers.

Occupational Safety and Health Administration, Washington, D.C.

Report No.—OSHA-2288

Pub Date—77

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accident Prevention, *Accidents, Data Analysis, Data Collection, Environmental Influences, Federal Regulation, Field Check, Field Interviews, Guides, *Inspection, Manuals, Safety, *Work Environment

Identifiers—*Compliance Safety and Health Officers, United States

This manual was developed for Compliance Safety and Health Officers (CSHO) of the Occupational Safety and Health Administration (OSHA) to help them carry out their responsibilities when investigating workplace accidents. The content is presented in four sections. The first overviews the investigative roles of CSHO officers, including preinvestigation, onsite, and courtroom activities. Section 2 on investigative techniques discusses site documentation, interviewing, and accident scene examination. The next section covers causal factors analysis and reporting, while the last one summarizes the manual. (EM)

ED 158 026 CE 017 433

Stilkind, Jerry

Job Safety and Health at Federal Agencies.

Occupational Safety and Health Administration, Washington, D.C.

Pub Date—78

Note—23p.; Illustrations in this document may not reproduce well

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Guides, Federal Government, Federal Legislation, Federal Regulation, Government Employees, *Health Conditions, *Personnel Needs, *Program Administration, Program Design, *Safety, Standards, *Work Environment

Identifiers—Occupational Safety and Health Act, United States

This booklet for management, heads of safety and health programs, supervisors, employees, and representatives of labor organizations highlights the most important features of a comprehensive program that effectively protects Federal employees from safety and health hazards. The content is in two sections. The first concentrates on the administration of safety and health programs in all Federal agencies and includes standards, recordkeeping and reporting, committees, inspections, eliminating hazards, evaluation and annual reports, and councils. The focus of the second section is on the organizational structure needed to make a program work and discusses agency head, designated safety and health official, and program staff. (EM)

ED 158 027 CE 017 437

Charney, Alan

Try D.E. and See (Students That Is). A Handbook for Training Station Sponsors. Educated Students Make Productive Adults.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—10p.

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Administration, *Distributive Education, High School Curriculum, Program Descriptions, School Industry Relationship, Secondary Education, Vocational Education, *Work Experience Programs, *Youth Clubs

This handbook was developed to provide information on distributive education (D.E.) to business managers who, as training sponsors, provide job experiences for D.E. high school students. The content, including several illustrations, focuses on what D.E. is and how it operates; what is needed from the training sponsor; what the training sponsor can expect from the student trainee; and what the Distributive Education Clubs of America (DECA) are. (EM)

ED 158 028 CE 017 451

Lark, Floyd J. Henderson, Billie

Agricultural Occupations Handbook.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—[75]

Note—153p.; For a related document see CE 017 473

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Street, Stillwater, Oklahoma 74074 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Machinery Occupations, *Agricultural Occupations, *Agricultural Production, *Agricultural Supply Occupations, *Forestry Occupations, Information Sources, Instructional Programs, Occupational Information, *Ornamental Horticulture Occupations

Identifiers—Dictionary of Occupational Titles, Vocational Education and Occupations

This agricultural occupations handbook was developed from the Dictionary of Occupational Titles (DOT) and the U.S. Departments of Health, Education, and Welfare, and Labor publication, Vocational Education and Occupations. It includes the U.S. Office of Education coding for the instructional area of agriculture and the cluster coding for the clusters of occupations within agriculture. It also includes the DOT number for each agricultural occupation in each cluster and a description of that occupation. Instructional areas include agricultural production, agricultural supplies/services, agricultural mechanics, agricultural products (processing, inspection and marketing), ornamental horticulture (production, processing, marketing, and services), agricultural resources (conservation, utilization, and services), forestry (production, processing, management, marketing, and services), and agriculture, other (i.e., agricultural areas not listed or classifiable in one of the preceding areas). (A related document is Agricultural Careers: A Curriculum Guide, CE 017 473.) (JH)

ED 158 029 CE 017 452

Wilson, Wanda Sawatzky, Joyce

85 Ways to Implement Home Economics I, Basic Core.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—77

Note—107p.

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Care Occupations, *Class Activities, Clothing, *Core Curriculum, Educational Games, Elementary Secondary Education, Family Environment, Family Relationship, Food, Home Economics, *Home Economics Education, *Homemaking Education, *Instructional Materials, Job Search Methods, Nutrition, Occupational Home Economics, Occupational Information, Peer Relationship, Safety, Sanitation, Sewing Instruction, Textiles Instruction

Identifiers—Future Homemakers of America

Designed to help build basic homemaking skills, this core curriculum instructional package, which was teacher-developed in Oklahoma, is a collection of teaching ideas to promote motivation and learning in the classroom. Activities are included for the following subjects: (1) orientation to Future Homemakers of America; (2) occupational information, such as locating jobs and job success, and specifically about occupations in child care and home economics-related areas; (3) pattern and fabric selection; (4) sewing equipment and techniques; (5) clothing care; (6) consumer awareness and decision making; (7) food and nutrition (covering also specific types of food, such as dairy products and eggs), meal planning, and recipe use; (8) kitchen utensils and table service; (9) safety and sanitation; (10) personal home environment; and (11) family and peer relationships. While the majority of the ideas are games and puzzles, there are also suggestions for skits, bulletin boards, displays, and listing and demonstration of student objectives. Answers to the puzzles are provided at the end. (ELG)

ED 158 030 CE 017 459

Wilson, Judith And Others

Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.

Eastern Kentucky Univ., Richmond. Dept. of Home Economics.Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—Jul 72

Note—135p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Development, Career Education, Curriculum Guides, *Family Life, Family Life Education, Family Role, Friendship, Hygiene, *Individual Development, Instructional Materials, *Interpersonal Relationship, Marriage, Maturation, Performance Based Education, *Personality Development, Secondary Education, Social Attitudes, Social Behavior, Social Development, Socialization, Social Maturity, *Work Attitudes

Identifiers—Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the area of personal and family development. The seventh grade level unit discusses the influence of health habits on personal appearance and the effect of personal development upon the individual; the eighth grade level unit focuses on social behavior, getting along with others now, and getting along with others in the world of work; the comprehensive I level unit covers personality development and socialization in relation to peer relationships and work attitudes; and the comprehensive II level unit studies maturity and its role in adult life, family life, marriage attitudes, and work attitudes. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily textbooks) and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require two to three weeks for completion, while the comprehensive level units need six to seven weeks each. A separate publication (CE 017 497) outlines a semester special interest course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 031 CE 017 460

Powers, Betty C.

Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Kentucky Univ., Lexington. Instructional Materials Lab.

Pub Date—[72]

Note—82p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, *Clothing, *Clothing Design, *Clothing Instruction, Consumer Education, Cultural Factors, Curriculum Guides, Economic Factors, Employment Opportunities, Equipment, Fashion Industry, Finishing, Home Economics Education, *Home Economics Skills, Instructional Materials, Occupational Home Economics, Performance Based Education, Senior High Schools, *Sewing Instruction, *Textiles Instruction

Identifiers—Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in clothing management. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 498), it covers many of the same areas of instruction as the earlier units. The concepts included are as follow: (1) cultural influences on clothing; (2) art principles of clothing design; (3) the analysis, selection, and buying of clothing for the individual and the family, and the relationship between clothing purchasing and the economy; (4) special clothing care and storage; (5) textile technology; (6) selection and use of sewing equipment; (7) construction of clothing; (8) garment alterations, and (9) career opportunities in the clothing and textile fields. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily textbooks) and supporting generalizations. The appendix contains several instructional activities and games on fiber and fabric characteristics. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 032 CE 017 461

Pritchard, Robert D. Shaw, James B.

Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.; Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFHRL-TR-78-21

Pub Date—Jul 78

Contract—AFOSR-76-2873

Note—27p.; For a related document see CE 016 445

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Attitude Tests, Comparative Analysis, Job Enrichment, *Job Satisfaction, Motivation, *Rewards, *Task Performance, *Taxonomy

Identifiers—*Air Force Occupational Attitude Inventory, Minnesota IRC Satisfaction Scales

A study was conducted to determine if rewards influence both the level of satisfaction a person feels towards his work and the performance exhibited by that person on the task. The study had four specific objectives: to develop a comprehensive list of job rewards; to develop, in particular, a list of rewards of an intrinsic nature; to compare published measures of job satisfaction; and to compare, in particular, the Air Force Occupational Attitude Inventory (OAI) against other measures of satisfaction. A number of sources were used in developing the taxonomy of job rewards. The final list consisted of six major categories: General Organizational Rewards, Task, Interaction with Others, Extrinsic Rewards, External Rewards, and Overall Job Satisfaction. (Within a major category there were also a number of subcategories as well as a large number of specific reward areas.) A considerable number (thirty-five) of intrinsic rewards were listed within the major category of "Task," under the sub-categories of "intrinsic rewards" and "personal control." Once the list of job rewards was complete, eighteen measures of job satisfaction were compared as to the degree to which they either fully or partially covered each of the major categories, subcategories, and specific reward areas. The OAI and the Minnesota IRC Satisfaction Scales were found to be the most comprehensive measures. The OAI covered 107 specific reward areas and thirteen of fifteen subcategories, while the Minnesota scales covered ninety specific reward areas and twelve of fifteen subcategories. (Author/BM)

ED 158 034 CE 017 465

King, Rundall Howard

The Labor Market Consequences of Dropping Out of High School.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Note—116p.; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Blacks, Caucasians, Comparative Analysis, Differences, Dropout Rate, Dropout Research, *Dropouts, Employment Level, *Employment Patterns, Employment Statistics, Females, *High School Graduates, Human Capital, Income, *Labor Market, Males, National Surveys, Racial Differences, Salary Differentials, Secondary Education, Sex Differences, Statistics, *Success Factors, Unemployment

Identifiers—Human Capital Theory, National Longitudinal Surveys

A study, growing out of human capital theory, examined the economic consequences of dropping out of high school. Effect of schooling over time on labor market success (hourly pay rate, occupational prestige, and employment incidence and duration) was measured. Data on young men and women was obtained from the National Longitudinal Surveys of Labor Market Experience and personal interviews. The study universe consisted of respondents who left school between 1958-70 (males) and 1960-72 (females), completed nine-to-twelve years of schooling, and were not enrolled at the time of the survey. A three-equation recursive model was used to determine schooling contribution to success measures. Findings demonstrated substantial labor market benefits for all groups during the first decade of labor market experience. Earnings differences between graduates and dropouts were not pronounced immediately upon leaving school, but became significant over time. Graduates' age-earnings profiles were steeper than those of dropouts. The difference in occupational status between black graduates and dropouts shrank over time. All graduates, except black females, enjoyed greater immunity to unemployment than dropouts. In employment duration the advantage of black males and black and white females deteriorated over time; little difference was demonstrated between white male graduates and dropouts. (CSS)

ED 158 035 CE 017 466

Shields, Patricia M.

The Determinants of Service in the Armed Forces during the Vietnam Era.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Dec 77

Note—171p.; Portions of some data tables may not reproduce because of small, broken type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Demography, Economic Factors, Educational Background, Enlisted Personnel, *Environmental Influences, Fathers, Health, Individual Characteristics, Intelligence, *Justice, Males, *Military Service, Multiple Regression Analysis, National Surveys, *Personnel Selection, Public Policy, Racial Factors, *Recruitment, Social Science Research, *Socioeconomic Influences, Socioeconomic Status, Unemployment, Wages, Young Adults

Identifiers—Selective Service System, Vietnam War

A comprehensive investigation of the military recruitment process during the Vietnam era focused on multiple facets of the equity issue to assess the impact of military manpower policies. Using data from a sample of young men in the National Longitudinal Surveys (NLS) three questions were addressed: who served, who was drafted, and who

chose to enlist. The effects of ten determinants of military service (health conditions, mental ability, dependents, education, draft pressure, socioeconomic status, residence, earnings, unemployment, and knowledge of the world of work) on the probability of serving, enlisting, and being drafted were studied. Formulated hypotheses were tested by multiple classification analysis and logit. Separate analyses by race were also conducted. Results of the study included these: fathers served at rates significantly below average; racial inequalities in implementation of the health deferment existed; the military did not draw disproportionately from any one social class when fulfilling its manpower demands; draft pressure was the strongest predictor (the manpower needs of an intensifying war may have been the single most important factor in negating some of the earlier inequitable draft policies); and potential wage was not significantly related to black enlistment, though it was a strong predictor among whites. (JH)

ED 158 036 CE 017 472

Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—75

Note—80p.

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Planning, *Consumer Education, Course Content, Course Organization, *Curriculum Design, *Curriculum Guides, *Home Economics Education, Home Economics Skills, *Homemaking Education, Homemaking Skills, *Occupational Home Economics, Occupational Information, Senior High Schools, Vocational Development

Identifiers—*Oklahoma

Intended for use by high school teachers of vocational home economics in Oklahoma to aid in local planning and developing of a nonrepetitious core curriculum to prepare students for home economics-related occupations and their roles as consumers and homemakers, this curriculum guide covers the entire course program for the high school years. Three major areas are identified and divided into specialized topics as follow: (1) consumer and homemaking programs, which include career exploration, child development, clothing and textiles, consumer education, foods and nutrition, housing and home furnishing, personal and family relationships, and family living; (2) occupational programs, which consist of information on careers in the following fields: foods and nutrition; child development; clothing and textiles; hospitality (i.e., entertainment and recreation, child care, and food services); institutional and home management; and home furnishing, equipment, and services; and (3) special occupational programs, which give an orientation to the world of work and includes introductions to and job possibilities in specific occupational fields such as child development, hospitality, food service, sewing, laundry and dry cleaning, and health. For each of the three main areas a chart is provided showing the teaching sequence of the various subjects which reflects the increasing maturity of the students as they progress to the higher levels. (ELG)

ED 158 038 CE 017 481

Bilingual Human Services Educational Consortium. Final Report.

Maine Univ., Orono. Bangor Community Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 78

Note—97p.; For a related document see CE 017 480; Parts may be marginally legible

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Vocational Education, *Bilingual Education, *Bilingual Students, Certification, Community Services, Consortia, Cross Cultural Training, Curriculum Design, English (Second Language), *Human Services, Occupational Mobility, *Older Adults, Post Secondary Education, Program Content, Program Improvement, Service Occupations, State Universities, Underemployed, Unemployed, *Vocational Education, Vocational Followup

Identifiers—*Franco Americans

This report presents results of the third year of a project designed to enhance employability and career mobility of limited English speaking Franco-American adults in jobs providing services for the elderly. The first section states project objectives of the college-level, credit-bearing program conducted at five university campuses: (1) to expand the bilingual certificate gerontology program; (2 and 3) to provide bilingual vocational education for Maine's high Franco-American populations and 100 unemployed and underemployed adults; and (4) to encourage the consortium between the University of Maine system and community agencies in meeting the above objectives. Section 2 includes reports from five University of Maine project sites (Fort Kent/St. John Valley, Lewiston-Auburn, Augusta-Waterville, Presque Isle-Caribou, and Biddleford-/York County) which contain information on recruitment, orientation, student profile, faculty, curriculum, student and university support services, community involvement, personal assessment, and conclusions. In the third section, conclusions and recommendations are reported based on the project results and follow-up data from the nearly 200 program graduates. (Of the initial 1975 graduates, approximately 40% are employed in human services. Follow-up of 1977 graduates indicates nearly 40% are enrolled in formal educational programs.) In the final section, eleven appendices include information on sites, students, courses, etc. (See related document CE 017 480, a third-year, third-party evaluation report.) (CSS)

ED 158 039 CE 017 484

Development of USES Specific Aptitude Test Battery [S-61R78] for Plumber (const.) 862.381-030/Pipe Fitter (const.) 862.381-018.

Employment and Training Administration (DOL), Washington, D.C.Utah State Dept. of Employment Security, Salt Lake City. Western Test Development Field Center.

Pub Date—78

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, *Achievement Rating, Achievement Tests, *Apprenticeships, *Aptitude Tests, Evaluation Criteria, Evaluation Methods, *Job Skills, Longitudinal Studies, Occupational Tests, Performance Criteria, *Plumbing, Racial Discrimination, Test Reliability, *Test Validity, Vocational Aptitude

Identifiers—United States

A longitudinal study was conducted to evaluate the U.S. Employment Service's Specific Aptitude Test Battery (SATB) for plumber/pipe fitter from three aspects: technical adequacy of the research; fairness to minorities; and usefulness in the selection of individuals for training as plumber/pipe fitter apprentices. The validation sample consisted of 253 apprentices (including sixty-nine minority group members) in their first year of apprenticeship during 1974-1976 in eight states and the District of Columbia. The tests for this sample were taken from the General Aptitude Test Battery, while on-the-job competency was gauged by supervisors' ratings, and ability to perform five categories of related course work was measured by instructors' ratings. A cross-validation sample was also used, based on data collected in 1953-1954 from 322 apprentices in Texas (the minority group composition of which was unknown). Criterion for this group consisted of category ratings for a combination of job performance and school achievement. SATB was found (1) to be useful in the selection of apprentices; (2) to be fair to minorities; and (3) to meet all criteria for validity using the more recent sample and for cross-validity based on the prior test sample. (The appendixes include the following: statistics for black and nonminority subgroups of the validation sample; descriptive rating scales for employers and instructors; and a job description and the first-year apprenticeship curriculum for plumbers/pipe fitters.) (ELG)

ED 158 041 CE 017 491

Shea, Mary Lou

Nurse Aide Education in Illinois.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[78]

Note—16p.; Initial words of left margin on some pages may not reproduce well due to faint print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Core Courses, Educational Legislation, Educational Needs, Educational Problems, Health Occupations Education, *Job Training, *Nurses Aides, Planning Meetings, *Policy Formation, Program Planning, State of the Art Reviews, *Statewide Planning

Identifiers—Illinois

Nurse aide education is an issue that governmental and health care agencies are addressing. Nurse aides are employed in numerous and varied health care agencies, such as hospitals, nursing homes, physician's offices, and private homes. Although there are no educational requirements for nurse aides in Illinois, there are a number of formal training programs being conducted in proprietary schools, hospitals, and nursing homes. However, numerous nurse aides begin work, particularly in long-term facilities, with no pre-employment training. Between November, 1977, and January, 1978, three meetings involving several agencies in Illinois were held to discuss nurse aide education. Common concerns, such as the excessive annual turnover for nurse aides, were discussed at the first meeting, while the second focused on an assessment of what each agency was doing in relation to nurse aide education. During the third meeting, a number of nurse aide education materials were viewed. It was decided that a core curriculum approach to nurse aide education was desirable and legislation was needed to require pre-employment training for nurse aides. A sub-committee volunteered to write a position paper to serve as the basis for drafting legislation. (The sub-committee's three conclusions and recommendations are attached.) (EM)

ED 158 042 CE 017 492

Shea, Mary Lou

Cooperative Education Arrangements.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—78

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Business Administration, Clinical Experience, *Cooperative Education, *Cooperative Programs, Internship Programs, Post Secondary Education, *Program Descriptions, School Community Cooperation, *School Industry Relationship, Secondary Education, Work Study Programs

Identifiers—Experience Based Career Education

Cooperative educational arrangements are util-

ized extensively by vocational educators as a practical approach to learning. Some of these arrangements are work-study, extended campus, clinical experience, internship, Experience-Based Career Education (EBCE), and entrepreneurship. The work-study arrangement provides economically needy students with part-time employment while they are in school. Although the students receive no credit for the job experience, the wages from employment help them remain in school. Extended campus is a method of instruction providing students with credit, non-paid, and closely supervised laboratory experiences in the community and is offered concurrently with classroom instruction. In clinical experiences, students observe professionals and practice skills under the supervision of a professional. Through internship, practical experience is gained under the supervision of an experienced worker. Experience-Based Career Education (EBCE) programs for high school students provide students with learning projects in the community wherever careers exist. These types of programs require a partnership among community members, students, parents, and EBCE staff. Entrepreneurship provides students who aspire to be farmers or small business owners with hands-on practical experience in business management. (EM)

ED 158 043 CE 017 493

Whitmore, Paul G. Fry, John P.

Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-PP-3-74

Pub Date—Mar 74

Note—48p.; Papers presented at the United States Continental Army Command (CONARC) Soft Skills Training Conference (Fort Bliss, Texas, December 12-13, 1972)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Behavior Change, Counselor Training, Definitions, Demonstration Programs, Job Skills, Leadership Training, *Management Education, Military Training, Officer Personnel, Performance Based Education, *Problem Solving, *Skill Analysis, Supervisory Training, Systems Building, Training Objectives, *Training Techniques

Identifiers—*Soft Skills, United States

In a report on leadership research for the U.S. Army, three papers dealing with soft skills analysis and training are presented. "What Are Soft Skills?" describes a questionnaire designed to clarify the terms "hard" and "soft" skills. Soft skills are defined as important job-related skills that involve little or no interaction with machines and whose application on the job is quite generalized. "The Behavioral Model as a Tool for Analyzing 'Soft Skills'" discusses leadership and motivation job functions in terms of principles of behavior modification and describes development of a behavioral model of the different levels of an organization. "Procedures for Implementing Soft-Skill Training in CONARC Schools" describes the instructional approach based on a tested problem-solving framework. Small groups and student-centered learning were cited as important factors in the instructional approach. (Army Work Unit MODMAN, Model for Systems Engineering of Man-Ascendant Jobs, is concerned with developing procedures for systems engineering of non-machine or soft skills, such as command, supervision, counseling, and leadership.) (Authors/CSS)

ED 158 044 CE 017 495

Bohannon, Nancy And Others

Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.

Fayette County Public Schools, Lexington, Ky. Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—78

Note—277p.; Not available in hard copy due to reproducibility problems. For a related document see CE 017 425

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Birth, *Child Development, Community Agencies (Public), Contraception, Curriculum Guides, Environmental Influences, *Family (Sociological Unit), Family Environment, *Family Life, Family Life Education, Handicapped Children, Instructional Materials, Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, Parent Role, *Parents, Pregnancy, Reproduction (Biology), Self Concept, Senior High Schools

Identifiers—Kentucky

Intended for use by teachers on the senior high school level in Kentucky, this curriculum guide outlines a semester course in parenthood education. The eleven instructional units include (1) the individual and his self-concept; (2) the family and its structure; (3) human reproduction, emphasizing heredity, biological systems, conception, and contraception; (4) the parent and his responsibilities; (5) pregnancy; (6) childbirth; (7) community agencies which offer assistance to parents; (8) infant care, both pre- and postnatal; (9) adjusting to an expanding family; (10) parenting children with special needs, such as physically, emotionally, or mentally handicapped children; and (11) providing a stimulating environment for child development. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources. A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, games, review sheets, pretests and posttests, and discussion questions. (ELG)

ED 158 046 CE 017 497

Wilson, Judith And Others

Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.

Eastern Kentucky Univ., Richmond. Dept. of Home Economics. Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—[72]

Note—87p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Community Relations, Community Role, Curriculum Guides, *Family (Sociological Unit), Family Involvement, *Family Life, Family Life Education, Family Problems, *Family Relationship, *Family Role, *Individual Development, Instructional Materials, *Marriage, Performance Based Education, Senior High Schools, *Socialization, Social Maturity

Identifiers—Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in the area of personal and family development. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 459), it covers in depth the family, its structure, and its relationship with society. The concepts included are as follow: (1) adult roles in family and society; (2) adult relationships in the family and community, focusing on marriage and family crises situations such as death and divorce; (3) the family as a basic social unit; (4) the relationship of the family life cycle to the individual and society, and the developmental tasks of each phase of the cycle; and (5) the dual role of homemaker-wage earner. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 047 CE 017 498

Harris, Dianne

Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Morehead State Univ., Ky. Dept. of Home Economics.

Pub Date—Jul 72

Note—201p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, *Clothing, *Clothing Design, *Clothing Instruction, Curriculum Guides, Employment Opportunities, Equipment, Fashion Industry, Finishing, Home Economics Education, *Home Economics Skills, Instructional Materials, Occupational Home Economics, Performance Based Education, Secondary Education, *Sewing Instruction, *Textiles Instruction

Identifiers—Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the clothing and textile areas. Starting at the seventh grade level in Unit 1, the topics and instruction increase in complexity from one unit to the next. Many of the same topics are treated at the different levels and include the following: (1) sewing tools and equipment; (2) color and its effect; (3) the influence of clothing; (4) fiber types; (5) wardrobe selection and planning; (6) accessories; (7) garment construction; (8) minor repairs and alterations; (9) care and storage of clothing; and (10) job opportunities in the clothing field. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily textbooks) and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require a four-week period for completion while the comprehensive level units need six to seven weeks each. A separate publication (CE 017 460) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 048 CE 017 499

Pyles, Grace Rankin, Lila

Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Kentucky Univ., Lexington. Instructional Materials Lab.

Pub Date—Jun 72

Note—117p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 459-560 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adolescence, Adoption, Career Education, *Child Care, Child Care Occupations,

*Child Development, *Childhood, Childhood Needs, *Child Rearing, Child Welfare, Community Agencies (Public), Contraception, Curriculum Guides, Day Care Services, Discipline, Employment Opportunities, Family Planning, Infants, Instructional Materials, Parent Child Relationship, *Parent Responsibility, Performance Based Education, Senior High Schools

Identifiers—Childlessness, Kentucky, Playschools

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in the area of child development. As the concluding course of a curriculum on this subject which commences on the junior high level in a separate guide (CE 017 500), it covers many of the same areas of instruction as the earlier units. The concepts included are as follow: (1) responsibilities of parenthood; (2) community agencies dealing with children's needs; (3) family planning, including birth control, childlessness, and adoption; (4) baby care, covering the nutritional, clothing, equipment, and health care needs of infants; (5) child guidance, focusing on discipline and playschools; (6) career opportunities in child development; (7) middle childhood; and (8) adolescence. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and films) and supporting generalizations. The appendix contains sample forms, instructional activities, and suggestions for a playschool schedule and physical arrangement. A list of resources is gathered together at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 049 CE 017 500

Bishop, Helen And Others

Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Kentucky Univ., Lexington. Instructional Materials Lab.

Pub Date—Jul 72

Note—199p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-560 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adoption, Birth, Career Education, *Child Care, Child Care Occupations, *Child Development, *Child Rearing, *Children, Child Welfare, Community Agencies (Public), Curriculum Guides, Day Care Services, Discipline, Employment Opportunities, *Growth Patterns, Infants, Instructional Materials, Performance Based Education, Play, Pregnancy, Reproduction (Biology), Secondary Education

Identifiers—Babysitting, Kentucky, Postnatal Care

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines three courses in the area of child development. The seventh grade level unit discusses young children, their development, and babysitting for them, including safety practices; the comprehensive I level unit covers the growth and development of young children, the influence of others on them, the importance of play, their daily care and discipline, and community agencies which care for children of working parents; and the comprehensive II level course treats the subjects of reproduction; pregnancy; childbirth; community agencies that provide help during pregnancy, childbirth, and adoption; postnatal care; infant development; and job opportunities in the child development area. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and pamphlets) and supporting generalizations. Unit 1, which is to be used in the seventh grade, requires two to three weeks for completion while the comprehensive level units need four to six weeks each. A separate publication (CE 017 499) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 050 CE 017 501

Waldrop, Suzanne H.

Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Western Kentucky Univ., Bowling Green. Dept. of Home Economics and Family Living.

Pub Date—Jul 72

Note—153p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Community Resources, *Consumer Economics, Consumer Education, Curriculum Guides, Decision Making, Economic Factors, Employment Opportunities, Family (Sociological Unit), *Family Life, Family Life Education, *Family Management, Family Resources, Family Role, *Home Management, Instructional Materials, *Money Management, Peer Influence, Performance Based Education, Purchasing, Secondary Education, Teenagers

Identifiers—Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines three courses in the area of management-consumer education. The junior high unit acquaints the student with the concepts of decision making and assessing available resources and introduces him to influences on consumer behavior; the comprehensive I level unit emphasizes the managerial process as it relates to personal decision making and implementation and deals with the teenager as a consumer; and the comprehensive II level unit focuses on the larger unit of the home and family (family decision making, life styles, resources, and financial planning), develops the idea of the multiple role of the homemaker, and discusses job opportunities in the management-consumer education area. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Unit 1, which is to be used in the eighth grade, requires two to three weeks for completion while the comprehensive level units need four to six weeks each. A separate publication (CE 017 502) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 051 CE 017 502

Waldrop, Suzanne H.

Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Western Kentucky Univ., Bowling Green. Dept. of Home Economics and Family Living.

Pub Date—[72]

Note—118p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agencies, Career Education, *Consumer Economics, Consumer Education, *Consumer Protection, Curriculum Guides, Decision Making, Employment Opportunities, *Family (Sociological Unit), Family Life, Financial Support, *Home Management, *Individual Development, Instructional Materials, Legislation, *Money Management, Performance Based Education, Self Actualization, Self Evaluation, Senior High Schools, Sex Role, Sex Stereotypes

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in home management. The two units, comprehensive I and II, which are prerequisites for this course are found in a separate guide (CE 017 501). Covering many of the same topics in depth, this curriculum focuses on the following concepts: (1) decision making; (2) development of realistic goals and values; (3) assessment of resource potential, such as inner resources, earning and purchasing power, consumer credit, and coping with financial crisis; (4) increasing resource potential by substituting or developing skills through training; (5) financial security, examining its relation to marital happiness and its various aspects such as insurance, retirement income, welfare, savings, investments, and taxes; (6) history of the American family as an economic unit; (7) consumer rights and legislation; (8) consumer protection agencies; (9) managerial roles of men and women; and (10) career opportunities in management-consumer education. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. The appendix contains five evaluation devices for student use, such as checklists on decision making and interests. A list of resources is published at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 052 CE 017 503

Blankenship, Karen And Others

Kentucky Consumer & Homemaking Education. Food & Nutrition Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Murray State Univ., Ky. Dept. of Home Economics.

Pub Date—[72].

Note—86p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

FDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Cultural Factors, Curriculum Guides, *Dietetics, Employment Opportunities, Ethnicity, Family Life, Federal Regulation, *Food, *Food Handling Facilities, Food Service Occupations, Foods Instruction, *Food Standards, Instructional Materials, *Nutrition, Nutrition Instruction, Performance Based Education, Physiology, Preservation, Psychology, Purchasing, Senior High Schools, Sociology, Storage

Identifiers—Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in food management. The two units, comprehensive I and II, which are prerequisites for this course are found in a separate guide (CE 017 504). Covering many of the same topics in depth, this curriculum focuses on the following concepts: (1) the physiological, psychological, and sociological aspects of food; (2) cultural influences on family food patterns; (3) government regulations for food grading, packaging, labeling, and sanitation; (4) food purchasing and storage; (5) planning, preparing, and serving meals for the family and special occasions; (6) food preservation such as freezing, canning, jelly making, and pickling; and (7) career opportunities in food related occupations. The appendix contains instructional activities to be used in

conjunction with the curriculum. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and films) and supporting generalizations. A list of resources is published at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

ED 158 053 CE 017 504

Crass, Sally And Others

Kentucky Consumer & Homemaking Education. Food and Nutrition. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Murray State Univ., Ky. Dept. of Home Economics.

Pub Date—Jul 72

Note—195p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Consumer Economics, Curriculum Guides, *Dietetics, *Eating Habits, Employment Opportunities, Family (Sociological Unit), Family Influence, Family Life, *Food, *Food Handling Facilities, Food Service Occupations, Foods Instruction, Health, Instructional Materials, *Nutrition, Nutrition Instruction, Peer Influence, Performance Based Education, Secondary Education, Social Behavior, Social Influences

Identifiers—Etiquette, Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the area of food and nutrition. The four units cover many of the same topics with increasing complexity as the student progresses from the seventh grade introduction to the high school level. The major concepts include the following: (1) the relation of nutrition to health and appearance; (2) food preparation; (3) a well-balanced diet; (4) table manners; (5) table settings; (6) consumer purchasing of food; (7) influences on eating habits; (8) family meals, the choice of food, nutritional needs, budget, and preparation; and (9) job opportunities in the food service industry. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require a four-week period for completion while the comprehensive level units need five to seven weeks each. A separate publication (CE 017 503) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 054 CE 017 505

Mindel, Mildred W. And Others

Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Comprehensive Courses.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Louisville Univ., Ky. Dept. of Home Economics.

Pub Date—Jul 72

Note—124p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and 017 496-506

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Creative Art, Curriculum Guides, Employment Opportunities, *Family (Sociological Unit), Family Environment, Family Life, Food Handling Facilities, Furniture Arrangement, Home Furnishings, Homemaking Education, *House Plan, *Housing, *Housing Needs, Individual Needs, Instructional Materials, *Interior Design, Performance Based Education, Purchasing, Secondary Education, Spatial Relationship, Teenagers

Identifiers—Kentucky

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses on the subject of housing. The seventh grade unit discusses the benefits of creative arts and has the student construct a creative art project for his home; the eighth grade unit emphasizes the home environment and its influence on teenagers and includes a creative project for the home; the comprehensive I level unit describes individual involvement and needs in housing, such as the influence of housing on the individual, personal space needs, interior design, and arrangement of furnishings; and the comprehensive II level unit covers family involvement in housing, including the influence of housing on the family, household, the importance of a livable home atmosphere, the planning of kitchens and table items, interior design, the arrangement of furnishings, the selection of a home, and job opportunities in the area of housing. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require two to three weeks for completion while the comprehensive level units need four to five weeks each. A separate publication (CE 017 506) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

ED 158 055 CE 017 506

Hawkins, Lena And Others

Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Semester Course.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.Louisville Univ., Ky. Dept. of Home Economics.

Pub Date—[72]

Note—119p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 459-460 and CE 017 496-505

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Curriculum Guides, Economic Factors, Employment Opportunities, Equipment, Equipment Maintenance, *Family Environment, Family Influence, Federal Aid, Financial Support, Finishing, *Furniture, Furniture Arrangement, Geographic Location, *Home Furnishings, *House Plan, *Housing, Instructional Materials, *Interior Design, Landscaping, Performance Based Education, Purchasing, Repair, Senior High Schools

Identifiers—Bathroom Design, Kentucky

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course on the subject of housing. The two units, comprehensive I and II, which are prerequisites for this course are found in a separate guide (CE 017 504). Covering many of the same topics in depth, this curriculum focuses on the following concepts: (1) influences affecting the choice of family housing, such as economics, geographical location, governmental financing, and types of housing available; (2) floor plans; (3) interior design; (4) home furnishings; (5) furniture, furniture refinishing, bathroom design, appliances, and lighting; (6) home ownership, its selection, financing, building, and landscaping; (7) home and equipment maintenance and repairs; and (8) career opportunities in housing-related occupations. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. A list of resources is gathered together at the end, including books, periodicals, pamphlets, community resources, and filmstrips. (ELG)

ED 158 056 CE 017 512

Instructional Patterns for Maximizing Human Potential. A Curriculum Design for Human Development and Interpersonal Relationships: Kindergarten through Adult Education.

Kern Joint Union High School District, Bakersfield, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—469p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($7.00 plus 6% sales tax for California residents)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Child Rearing, Child Welfare, Clothing, *Consumer Education, Curriculum Design, *Curriculum Development, Developmental Stages, Elementary Secondary Education, Family Life, Food, Futures (of Society), Gerontology, *Homemaking Education, Home Management, Housing Needs, *Human Development, *Instructional Materials, *Interpersonal Relationship, Learning Modules, Life Style, Maturation, Nutrition, Parenthood Education, Performance Based Education, Sex Role, Social Change, Stress Variables

Intended for consumer and homemaking education program development in kindergarten through adult education, this curriculum design emphasizes human development and interpersonal relationships. Presented in two sections, the document covers both the curriculum development process and the resulting products. The curriculum addresses five instructional areas: child development and family relations; clothing and textiles; foods and nutrition; housing, equipment, and furnishings; and resources management. Preceding the first section is a sample module unit. In section 1, a process for competency-based curriculum development is described using six steps: assessing needs; designing objectives; selecting content; varying activities and organizational structure; and utilizing objective evaluations. Section 2 contains instructional materials organized under the following broad topics: self and others, tradition and change, independence and interdependence, and present and future. Each topic contains numerous instructional strategies which follow a similar format including objectives, generalizations, activities, evaluation, and resources. (CSS)

ED 158 057 CE 017 513

Nelson, Frank W.

Group Instruction for Cooperative Programs.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—78

Note—891p.

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Basic Skills, Career Planning, Communications, *Cooperative Education, *Cooperative Programs, *Core Curriculum, Economics, Employment Interviews, *Group Instruction, Health, Human Relations, Job Application, Labor Unions, Learning Modules, Legal Education,

Money Management, *Performance Based Education, Safety, Secondary Education, *Vocational Education

Identifiers—*Oklahoma

Designed to provide a two-year core curriculum for general cooperative programs on the secondary level, this manual contains guidelines for instruction in cooperative education which can also be applied to cooperative programs in specialized areas such as business, home economics, agriculture, and distributive education. While the format is primarily intended for group instruction, it can be adapted to an individualized approach. Eleven areas of instruction are included as follow: (1) orientation; (2) health and safety; (3) human relations; (4) communications; (5) managing resources; (6) legal aspects of employment; (7) labor unions; (8) economics; (9) career planning; (10) preemployment, such as job applications and interviews; and (11) basic skills such as arithmetic, vocabulary development, and library use. Each section is divided into one or more units which generally follow the same organization: objectives stated as desired student competencies; suggested activities; transparency masters; information sheets and student copies of transparencies; assignment sheets; tests; and answers to tests and assignments. The introduction provides an extensive list of suggested teaching methods to vary classroom instruction and keep the student's attention. (ELG)

ED 158 058 CE 017 514

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module Course Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-437

Pub Date—[77]

Note—93p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00279-8)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, Curriculum Guides, *Emergency Squad Personnel, *Job Training, Paramedical Occupations, *Program Administration, Program Content, Program Guides, *Program Planning

Designed to help administrators plan and implement an emergency medical technician (EMT) training program, this course guide is intended for use with a series of fifteen instructor lesson plan modules. (The EMT-Paramedic is described as a professional in emergency medical care who has successfully completed a training program that includes formal coursework, practical instruction, and field internship, who always works under the direction of a physician, and who is competent in recognizing and assessing medical emergencies and rendering actual care services at the scene of an emergency, in an advanced life-support ambulance, and other appropriate settings.) Following a list of competencies needed by the paramedic, the course design and planning considerations are given. Included is a discussion of the recommended class size, class schedule, facilities and equipment, student prerequisites, and faculty structure and qualifications. Course implementation considerations are also given including the use of the fifteen instructor lesson plan modules, testing and evaluating the students, and certification of students upon completion of the program. The concluding section outlines program administration steps. Appendixes include standards for emergency medical technician-paramedic performance, course goals by module, course content outline, suggested instructional time by module, prerequisites and sample scheduling, and recommended minimum equipment. (JH)

ED 158 059 CE 017 515

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module I. The Emergency Medical Technician, His Role, Responsibility, and Training.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-438

Pub Date—77

Note—25p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00280-1)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, Death, *Emergency Squad Personnel, *Job Training, Laws, Learning Activities, Legal Responsibility, Lesson Plans, Medical Treatment, Paramedical Occupations

This instructor's lesson plan guide is one of fifteen modules designed for use in the training of emergency medical technicians (EMT). Four units are presented: (1) role of the EMT, including the operation of an emerging medical services system; (2) the laws relevant to EMTs functioning in the field; (3) activities and responsibilities of an EMT during the training program; and (4) the issues of death and dying, medical ethics, and a patient's rights. Each unit includes behavioral objectives, teaching procedures, lists of needed materials, and content outline. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students; CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 060 CE 017 516

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module II. Human Systems and Patient Assessment.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-439

Pub Date—77

Note—109p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00281-0)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Behavioral Objectives, *Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, *Human Body, Job Skills, *Job Training, Learning Activities, Lesson Plans, *Medical Vocabulary, Paramedical Occupations

This instructor's lesson plan guide on human systems and patient assessment is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Four units are presented: (1) medical terminology, which covers some common prefixes and suffixes and the use of the medical dictionary; (2) an overview of the functions of the human body and its systems (anatomy and physiology); (3) patient assessment, including the patient's medical history, physical examination, and transfer of collected information to the supervising physician; and (4) clinical experience in the emergency department, the intensive care/coronary unit, the morgue, and the mobile intensive care unit. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outlines, a list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. For skills taught, student evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 061 CE 017 517

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module III. Shock and Fluid Therapy.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-440

Pub Date—77

Note—101p.; For related documents see CE 017 514-529; Student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00282-8)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, Evaluation Methods, Human Body, Job Skills, *Job Training, Lesson Plans, *Medical Treatment, Paramedical Occupations, Physiology

Identifiers—*Fluid Therapy, *Shock

This instructor's lesson plan guide on shock and fluid therapy is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Six units of study are presented: (1) body fluids, electrolytes and their effect on the body, and the general principles of fluid and acid base balances; (2) characteristics of blood and its components, and the indications and hazards of blood transfusion; (3) causes, signs, symptoms, and treatment of dehydration and overhydration; (4) the classification, signs, symptoms, and treatment of shock; (5) practice in initiation and termination of an intravenous lifeline (IV), management of an improperly functioning IV, and application of the military anti-shock trousers; and (6) clinical experiences in the emergency department, intensive care unit/coronary care unit, and with the IV team. Each unit contains these elements: behavioral objectives, teaching procedures, content outline, demonstration outlines, needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 062 CE 017 518

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IV. General Pharmacology.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-441

Pub Date—77

Note—81p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00283-6)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, *Emergency Squad Personnel, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Metric System, Paramedical Occupations, Safety

Identifiers—*Pharmacology

This instructor's lesson plan guide on general pharmacology is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) the sources of drugs, drug names, solids and liquids, and the different forms in which drugs may be dispersed; (2) the action (effects) of drugs;

(3) the metric system and how to calculate drug dosages; (4) safety considerations and procedures when administering drugs in the field; and (5) practice skills in drawing up solutions in a syringe and making intravenous injections, subcutaneous injections, and intramuscular injections. Each unit contains these elements: behavioral objectives; teaching procedures, a content outline, demonstration outlines, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 063 CE 017 519

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module V. Respiratory System.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-442

Pub Date—77

Note—143p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00284-4)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Anatomy, Behavioral Objectives, Clinical Experience, Course Content, Curriculum Guides, *Emergency Squad Personnel, Human Body, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology

Identifiers—*Respiratory System

This instructor's lesson plan guide on the respiratory system is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) anatomy and physiology of the respiratory system; (2) pathophysiology assessment of the patient; (3) pathophysiology and management of respiratory problems; (4) techniques of management including administration of oxygen, suctioning, use of nebulizers, direct laryngoscopy, and endotracheal intubation; and (5) clinical experience in the intensive care unit, operating room, and morgue. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in program planning and administration of the modules.) (JH)

ED 158 064 CE 017 520

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VI. Cardiovascular System.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-443

Pub Date—77

Note—167p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00285-2)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Anatomy, Behavioral Objectives, *Cardiovascular System, Clinical Diagnosis, Clinical Experience, Course Content, *Emergency Squad Personnel, Job Skills, *Job Training, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology

This instructor's lesson plan guide on the cardiovascular system is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Seven units of study are presented: (1) the anatomy and physiology of the cardiovascular system; (2) patient assessment for the cardiac patient; (3) pathophysiology; (4) reading and understanding a normal electrocardiogram; (5) arrhythmia recognition; (6) treatment of the arrhythmia, specifically with cardiac drugs, and such skills as cardiopulmonary resuscitation, defibrillation and cardioversion, and rotating tourniquets; and (7) clinical experience in the emergency department and the intensive care unit/coronary care unit. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 065 CE 017 521

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VII. Central Nervous System.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-444

Pub Date—77

Note—87p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S., Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00286-1)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Anatomy, Behavioral Objectives, Course Content, Curriculum Guides, *Emergency Squad Personnel, Human Body, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology

Identifiers—*Central Nervous System

This instructor's lesson plan guide on the central nervous system is one of fifteen modules designed for use in the training of emergency medical technicians. Four units of study are presented: (1) anatomy and physiology; (2) assessment of patients with neurological problems; (3) pathophysiology and management of neurological problems; (4) demonstrations of techniques of management including spinal survey of an unconscious victim, use of the long and short spine board, use of orthopedic stretchers, and application of traction and cervical collar. Each unit contains these elements: behavioral objectives, teaching techniques, content outline, demonstration outline, and a list of needed equipment and materials. Skill evaluation sheets are provided. It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. (CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 066 CE 017 522

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VIII. Soft Tissue Injuries.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-445

Pub Date—77

Note—99p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00287-9)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Anatomy, Behavioral Objectives, Clinical Experience, Course Content, Curriculum Guides, *Emergency Squad Personnel, Injuries, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology

Identifiers—*Skin

This instructor's lesson plan guide on soft tissue injuries is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Six units of study are presented: (1) anatomy and physiology of the skin; (2) patient assessment for soft-tissue injuries; (3) pathophysiology and management of soft tissue injuries; (4) techniques of management including dressing and bandaging, controlling external hemorrhage, and dressing and bandaging of an amputation; (5) special considerations in soft tissue injuries to specific areas; and (6) clinical experience in an emergency department. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, list of needed equipment and materials, and guidelines for activities to be performed by students applying the skills. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementation of the total training program.) (JH)

ED 158 067 CE 017 523

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IX. Musculoskeletal.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-446

Pub Date—77

Note—67p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00288-7)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Anatomy, Behavioral Objectives, Clinical Experience, Course Content, Curriculum Guides, *Emergency Squad Personnel, Injuries, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations, Physiology

Identifiers—*Musculoskeletal System

This instructor's lesson plan guide on the musculoskeletal system is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) the major bones, joints, and muscles of the body; (2) patient assessment of a musculoskeletal injury; (3) pathophysiology and management of musculoskeletal injuries (fractures, dislocations, sprains, and strains to various bones and joints); (4) the procedures for the use of the various splinting devices; and (5) clinical experience in the emergency department. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, and needed equipment and materials. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 068 CE 017 524

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module X. Medical Emergencies.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-447

Pub Date—77

Note—98p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00289-5)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Alcoholism, Behavioral Objectives, Curriculum Guides, Diabetes, Drug Abuse, *Emergency Squad Personnel, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations

Identifiers—*Medical Emergencies

This instructor's lesson plan guide on medical emergencies is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Ten units of study are presented: (1) diabetic emergencies; (2) anaphylactic reactions; (3) exposure to environmental extremes; (4) alcoholism and drug abuse; (5) poisoning and overdose; (6) acute abdomen; (7) genitourinary problems; (8) medical emergencies in the geriatric patient; (9) aquatic emergencies; and (10) techniques of management including nasogastric tube insertion and urinary catheterization. Each unit contains these elements: behavioral objectives, a content outline, demonstration outlines, and list of needed equipment and materials. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 069 CE 017 525

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XI. Obstetric/Gynecologic Emergencies.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-448

Pub Date—77

Note—80p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00290-9)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, *Birth, Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, *Gynecology, Job Skills, *Job Training, Lesson Plans, Medical Treatment, Paramedical Occupations, Reproduction (Biology)

This instructor's lesson plan guide on obstetric/gynecologic emergencies is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Six units of study are presented: (1) anatomy and physiology of the female reproductive system; (2) patient assessment; (3) pathophysiology and management of gynecologic emergencies; pathophysiology and management of obstetric emergencies; (4) techniques of management; demonstrations on normal delivery, infant cardiopulmonary resuscitation, and complications and abnormal deliveries; and (5) clinical experience in the labor/delivery suite. Some of the topics discussed are gynecological disorders, care and transportation of mother and child, breech births, prolapsed cord, multiple births, care of premature infant, definition and stages of labor, and post partum hemorrhage. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, and lists of needed equipment and materials. Skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementation of the total training program.) (JH)

ED 158 070 CE 017 526

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XII. Pediatrics and Neonatal.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-449

Pub Date—77

Note—62p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00291-7)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Neonates, Paramedical Occupations

Identifiers—*Pediatrics

This instructor's lesson plan guide on pediatrics and neonatal transport is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Five units of study are presented: (1) approach to the pediatric patient including patient assessment; (2) pathophysiology and management of problems unique to the pediatric age group including respiratory problems, the sudden infant death syndrome, seizures, and the battered child; (3) techniques of management for cardiopulmonary resuscitation, endotracheal intubation, and initiating intravenous therapy on a pediatric patient; (4) neonatal transport; and (5) clinical experience in the pediatric unit. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outline, lists of needed equipment and materials, and guidelines for student practice activities. Check sheets are provided for evaluating student skills. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 071 CE 017 527

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIII. Management of the Emotionally Disturbed.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-450

Pub Date—77

Note—55p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00292-5)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Clinical Diagnosis, Clinical Experience, Curriculum Guides, *Emergency Squad Personnel, *Emotionally Disturbed, Job Skills, *Job Training, Learning Activities, Lesson Plans, Medical Treatment, Paramedical Occupations

This instructor's lesson plan guide on the management of the emotionally disturbed is one of fifteen modules designed for use in the training of emergency medical technicians (pediatrics). Five units of study are presented: (1) emotional aspects of illness and injury; (2) approach to the patient–assessment; (3) psychiatric emergencies such as depression, suicidal behavior, paranoid reactions, and phobias; (4) techniques of management including the use of the open-ended interview as a method of gathering information and of managing an emotional crisis; and (5) clinical experience in the psychiatric unit. Lecture, demonstration, and practice session materials focus on instruction in methods of restraining a combative patient. Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outlines, and lists of needed equipment and materials. Student skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 072 CE 017 528

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIV. Rescue Techniques.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-451

Pub Date—77

Note—14p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00293-3)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, *Emergency Squad Personnel, Job Skills, *Job Training, Paramedical Occupations, *Rescue

This instructor's lesson plan guide, one of fifteen modules designed for use in the training of emergency medical technicians (EMTs), focuses on the area of rescue techniques. Basic skills necessary for gaining access to, rescuing, and transporting a patient are listed along with suggestions for adapting training to the local situation. Fourteen references are listed as potential resources or training materials. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total EMT training program.)

ED 158 073 CE 017 529

National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XV. Telemetry and Communications.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-452

Pub Date—77

Note—39p.; For related documents see CE 017 514-529; The student text and workbook will be available separately

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00294-1)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, *Emergency Squad Personnel, Equipment, Job Skills, *Job Training, Paramedical Occupations, Radio, *Telecommunication

This instructor's lesson plan guide on telemetry and communications is one of fifteen modules designed for use in the training of emergency medical technicians (paramedics). Two units of study are presented: (1) emergency medical services communications systems (items of equipment and such radio communications concepts as frequency allo-

cation, very high frequency [VHF] communications, ultrahigh frequency [UHF] communications, frequency-modulated [FM] radios, and amplitude-modulated [AM] radios, voice communications, and biotelemetry communications); and (2) communication regulations and procedures (requirements for standard operating procedures including coded communication, locally developed protocols, and dispatch). Each unit contains these elements: behavioral objectives, teaching procedures, a content outline, demonstration outlines, and lists of needed equipment and materials. Student skill evaluation sheets are provided. (It is suggested that each module can be presented individually or combined with other modules to construct a course for a selected group of students. CE 017 514 is a course guide for use in planning and implementing the total training program.) (JH)

ED 158 074 CE 017 547

Indiana Labor Supply and Demand, 1977.

Indiana Advisory Council on Vocational Education, Indianapolis.Indiana State Employment Security Div., Indianapolis.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—77

Note—583p.; Not available in hard copy because of poor reproducibility. Portions of some tables may not film well

EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Apprenticeships, Economic Climate, Economic Research, Employment Opportunities, Employment Patterns, Enrollment, Labor Economics, Labor Market, *Labor Supply, *Manpower Needs, Manpower Utilization, *Occupational Surveys, Occupations, Post Secondary Education, Regional Characteristics, School Industry Relationship, Secondary Education, *Statistical Data, *Vocational Education

Identifiers—*Indiana

To provide current occupational information to aid in planning by vocational educators, related state agencies and boards, business, and industry in Indiana, this publication summarizes occupational data by planning and development regions within the state. For each of the fourteen economic regions the information is organized in the following manner: (1) characteristics of the region such as 1975 population statistics, commuting patterns, employment distribution, and manufacturing and non-manufacturing employment; (2) occupational supply data, which tells the number of persons enrolled or completing vocational education programs at the secondary, postsecondary, and adult levels and the number of registered apprentices; (3) occupation demand data for 1977-1978 arranged by major urban centers with those occupations expected to experience shortages specially marked; (4) reprints of business journal articles giving an economic analysis of the region; and (5) the locations of the regional offices of the Indiana Employment Security Division. The occupational supply and demand information is presented for a list of 406 job titles and was provided primarily by various state educational boards and commissions and the Employment Security Division. (ELG)

ED 158 075 CE 017 550

Local Advisory Committee Handbook: Vocational Education.

Indiana Advisory Council on Vocational Education, Indianapolis.

Pub Date—76

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Guides, *Advisory Committees, *Board of Education Policy, *Community Involvement, Community Role, Cooperative Planning, Educational Policy, *Responsibility, School Industry Relationship, *Vocational Education

Identifiers—Indiana

This handbook was prepared to assist local education administrators and teachers in establishing and maintaining local vocational education advisory committees, and helping the committee members to identify their roles and functions. This booklet begins with a definition of an advisory committee and then presents the policies of the Indiana State Board of Vocational Technical Education governing local advisory committees. Next, it covers the responsibilities and activities of the Indiana State Advisory Council for Vocational Education. Finally, it presents a suggested guide for local advisory committees (including definition, function, membership, and operation), and suggested functions for local advisory committees. The appendix includes an authorization form for the establishment of a local citizen's vocational advisory committee; samples of letters, agenda for meetings, advisory committee constitution and purposes, membership, and certificate of services; and a list of resources for information. (EM)

ED 158 076 CE 017 554

Danford, Jan

Multiple Learning Strategies Project. Final Report.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—31 May 78

Contract—GOO7603808

Note—446p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 555-583

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Evaluation, Educable Mentally Handicapped, *Handicapped Students, *Learning Characteristics, *Learning Modules, Performance Criteria, Retarded Readers, Special Education, Task Analysis, Visually Handicapped, *Vocational Education, Young Adults

This project researched and defined learning profiles for educable mentally impaired, visually impaired, low-reading, and regular vocational students based on the communication skills, attitudes toward self and others, knowledge level, and the cultural and social factors for each group. Through analysis of these profiles, and a consideration of the decoding skills and most effective channels of communication required to elicit appropriate responses, the project defined the learning styles of each group. These styles were matched with each vocational task to determine the most appropriate strategies of communication for each group. The project developed, tested, and produced more than 1,300 instructional modules and audio-visual materials designed to accommodate the different learning styles. The vocational areas included in the modules were small engine repair, graphics, medical assistant, dietetic assistant, and maintenance and engineering. The materials were written without sex bias and to portray women and minorities in non-traditional roles. The project also identified environmental barriers to vocational education for physically handicapped students, and developed a means of analyzing required environmental modifications. Pre-revision and post-revision data from vocational instructors and each student group were accumulated to assess the effectiveness of the learning strategies. The twenty-nine sets of modules are available through ERIC (CE 017 555-583). (Author/JH)

ED 158 077 CE 017 555

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 77

Contract—GOO7603808

Note—342p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Design, *Graphic Arts, Layout (Publications), *Learning Activities, Learning Modules, Management, Printing, Reading Level, *Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular or low reader vocational students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are forty-two learning modules organized into four units: managing, inks and image carriers, paper, and layout and design. Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how he/she will be evaluated; an information page providing information needed to perform the activity; and a job steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the needs of the low reader. Technical words are defined. (This document and related documents CE 017 556, CE 017 557, and CE 017 558 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered.) (JH)

ED 158 078 CE 017 556

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—GOO7603808

Note—379p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—*Graphic Arts, *Learning Activities, Learning Modules, Photocomposition, Printing, Reading Level, *Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular and low reader vocational students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are fifty-seven learning modules organized into two units: composition and paste-up. Examples of module topics are use of the varityper, scaling photographs and copy, and paper finishes and texture. Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how he/she will be evaluated; a section providing information needed to perform the activity; and a job steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text. (This document and related documents CE 017 555, CE 017 557, and CE 017 558 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired

students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project.) (JH)

ED 158 079 CE 017 557

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 3.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Oct 77

Contract—GOO7603808

Note—480p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$26.11 Plus Postage.

Descriptors—*Graphic Arts, *Learning Activities, Learning Modules, Photocomposition, Reading Level, *Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular and low reader vocational students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are sixty-two learning modules organized into three units: camera (photomechanical reproduction), stripping, and platemaking. Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how she/he will be evaluated; a section providing information needed to perform the activity; and a job-steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text. (This document and related documents CE 017 555, CE 017 556, and CE 017 558 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project.) (JH)

ED 158 080 CE 017 558

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 4.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—GOO7603808

Note—578p.; For related documents see CE 017 554-583

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors—*Graphic Arts, Learning Modules, Photography, Printing, Reading Level, Retarded Readers, *Vocational Education, Young Adults

This instructional package, one of four designed for use by regular and low reader students, focuses on the vocational area of graphics. (Low readers are identified as those reading at a grade 3-6 level.) Contained in this document are seventy-four learning modules organized into four units: presswork; finishing and bindery; special processes (e.g., sign painting and mimeographing); and photography (continuous tone). Each module includes these elements: a performance objective page telling the student what will be learned, what materials are needed, and how she/he will be evaluated; a section providing information needed to perform the activity; and a job-steps page detailing the steps necessary to do the task. Many visuals are included to accommodate the low reader. Technical words are defined as they appear in the text. (This document and related documents CE 017 555, CE 017 556, and CE 017 557 are one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and visually impaired students. The modules are part of a total set of over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 081 CE 017 559

Steinberg, Alan And Others

Multiple Learning Strategies Project. Graphics. EMI.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—GOO7603808

Note—121p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Educable Mentally Handicapped, *Graphic Arts, *Learning Activities, Learning Modules, *Special Education, *Vocational Education, Young Adults

This instructional package, designed for educable mentally impaired students, focuses on the vocational area of graphics. Contained in this document are nine learning modules organized into a finishing and bindery unit. Maintenance of a Challenge power cutter, operation of a hand electric stapler, and packaging with kraft paper are examples of module topics. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the modules; and job steps pages written in a read (cognitive information), look (graphic illustrations of the task), do (student performs task) and check (student is evaluated by teacher) format. (This document is one of three sets of learning modules on graphics. The other two sets are written in formats designed for regular and low reader vocational students and for visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational fields covered. (JH)

ED 158 082 CE 017 560

Pettit, Glen And Others

Multiple Learning Strategies Project. Graphics. Visually Impaired.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—GOO7603808

Note—210p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Graphic Arts, Layout (Publications), *Learning Activities, Learning Modules, Photocomposition, Photography, Printing, Special Education, *Visually Handicapped, *Vocational Education

This instructional package on the vocational area of graphics is designed for visually impaired students. Contained in this document are thirteen learning modules organized into eight units: layout and design; paste-up; camera (photomechanical reproduction); stripping; presswork; finishing and bindery; special processes; and photography (continuous tone). Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed and how the student will be evaluated; information and job step pages which tell why the student is learning this task and detail the job steps necessary to do it. Illustrations are designed for the visually impaired. (This document is one of three sets of learning modules on graphics. The other two sets are written in formats designed for educable mentally impaired and for regular and low reader students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 083 CE 017 561

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—6 Dec 76

Contract—GOO7603808

Note—384p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, *Vocational Education, Young Adults

This instructional package is one of two designed for regular vocational students in the vocational area of building maintenance and engineering. The fifty-six learning modules are organized into five units: floor care; general maintenance tasks; restrooms; chalkboards; and carpet care. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide information needed; and job steps pages which detail steps necessary to do the tasks. Illustrations are included. (This document and CE 017 562 are one of four sets of learning modules on maintenance and engineering. The other three sets are written in formats designed for low reader, educable mentally impaired, and visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered.) (JH)

ED 158 084 CE 017 562

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—19 Dec 76

Contract—GOO7603808

Note—336p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, *Vocational Education

This instructional package is one of two designed for regular vocational students in the vocational area of building maintenance and engineering. The fifty-three learning modules are organized into ten units: office cleaning; grounds; sanitation; boiler maintenance and operation; power and hand tools; cabinet construction; repair of damaged furniture;

windows; door maintenance; and increased production speed. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; a section presenting information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and CE 017 561 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for low reader, educable mentally impaired, and visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered.) (JH)

ED 158 085 CE 017 563

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—6 Dec 76

Contract—GOO7603808

Note—379p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Buildings, Cleaning, *Educable Mentally Handicapped, *Learning Activities, Learning Modules, *Maintenance, Special Education, *Vocational Education, Young Adults

This instructional package is one of three designed for educable mentally impaired students in the vocational area of building maintenance and engineering. The thirty learning modules are organized into two units: floor care and general maintenance tasks. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the module; and a job step page written in a read (cognitive information), look (graphic illustrations), do (instructions), and check (student is evaluated by teacher) format. (This document and related documents CE 017 564 and CE 017 565 are one of four sets of learning modules on building maintenance and engineering. The other sets are written in formats designed for regular vocational, visually impaired, and low reader students. The modules are part of a total set of over 1,300 written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered.) (JH)

ED 158 086 CE 017 564

Constantini, Debra And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 77

Contract—GOO7603808

Note—367p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Buildings, Cleaning, *Educable Mentally Handicapped, *Learning Activities, Learning Modules, *Maintenance, Special Education, *Vocational Education, Young Adults

This instructional package is one of three designed for educable mentally impaired students in the vocational area of building maintenance and engineering. The thirty-four learning modules are organized into six units: general maintenance tasks; restrooms; chalkboards; carpet care; office cleaning; and grounds. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the module; and a job step page written in a read (cognitive information), look (graphic illustrations), do (instructions), and check (student is evaluated by teacher) format. (This document and related documents CE 017 563 and CE 017 565 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for regular vocational, visually impaired, and low reader students. The modules are part of a total set of over 1,300 modules written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 087 CE 017 565

Steinberg, Alan And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 3.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—18 Mar 77

Contract—GOO7603808

Note—319p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Buildings, Cleaning, *Educable Mentally Handicapped, *Learning Activities, *Learning Modules, *Maintenance, Repair, Special Education, *Vocational Education, Young Adults

This instructional package is one of three designed for educable mentally impaired students in the vocational area of building maintenance and engineering. The thirty-one learning modules are organized into nine units: grounds; sanitation; boiler maintenance and operation; power and hand tools; cabinet construction; repair of damaged furniture; windows; and door maintenance. Each module includes these elements: a performance objective page which tells the student what will be learned, what materials are needed, and what the student must do in the module; and a job step page written in a read (cognitive information), look (graphic illustrations), do (instructions), and check (student is evaluated by teacher) format. (This document and related documents CE 017 564 and CE 017 563 are one of four sets of learning modules on maintenance and engineering. The other three sets are written in formats designed for regular vocational, visually impaired, and low-reader students. The modules are part of a total set of over 1,300 modules written for different student populations. Graphics, dietetic assistant, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 088 CE 017 566

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—6 Dec 76

Contract—GOO7603808

Note—412p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, Reading Difficulty, Reading Level, *Retarded Readers, Special Education, *Vocational Education, Young Adults

This instructional package is one of two designed for low reader students (those reading at a 3-6 grade level) in the vocational area of building maintenance and engineering. The forty-six learning modules are organized into three units: floor care; general maintenance tasks; and restrooms. Each module includes these elements: a performance objective page telling what will be learned, what materials are needed, and how the student will be evaluated; and job step pages which provide information needed to perform the activity and steps necessary to do the task. Illustrations are extensively used. (This document and CE 017 567 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for educable mentally impaired, visually impaired, and regular vocational students. The modules are part of a total set of over 1,300 modules written for different student populations. Dietetic assistant, small engine repair, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 089 CE 017 567

Steinberg, A. And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—7 Jan 77

Contract—GOO7603808

Note—357p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Buildings, Cleaning, *Learning Activities, Learning Modules, *Maintenance, *Reading Difficulty, Reading Level, Repair, Retarded Readers, Special Education, *Vocational Education, Young Adults

This instructional package is one of two designed for low reader students (those reading at grade level 3-6) in the vocational area of building maintenance and engineering. The forty-four learning modules are organized into eleven units: chalkboards; carpet care; office cleaning; grounds; sanitation; boiler maintenance and operation; power and hand tools; cabinet construction; repair of damaged furniture; windows; and door maintenance. Each module includes these elements: a performance objective page telling what will be learned, what materials are needed, and how the student will be evaluated; and job step pages which provide information needed to perform the activity and detail the steps necessary to do the task. Illustrations are extensively used. (This document and CE 017 566 are one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for educable mentally impaired, visually impaired, and regular vocational students. The modules are part of a total set of over 1,300 written for different student populations. Dietetic assistant, small engine repair, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 090 CE 017 568

Smith, Dwight And Others

Multiple Learning Strategies Project. Building Maintenance & Engineering. Visually Impaired.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—6 Dec 76

Contract—GOO7603808

Note—377p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Buildings, Cleaning, Learning Activities, Learning Modules, *Maintenance, Special

Education, *Visually Handicapped, *Vocational Education, Young Adults

This instructional package is designed for visually impaired students in the vocational area of building maintenance and engineering. The twenty-eight learning modules are organized into six units: floor care, general maintenance tasks; restrooms; carpet care; power and hand tools; and cabinet construction. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages providing information needed to perform the activity, and detailing steps necessary to do the task. Illustrations are designed for the visually impaired. (This document is one of four sets of learning modules on building maintenance and engineering. The other three sets are written in formats designed for educable mentally impaired, low reader, and regular vocational students. The modules are part of a total set of over 1,300 written for different student popuiations. Dietetic assistant, small engine repair, medical assistant, and graphics are the other vocational fields covered.) (JH)

ED 158 091 CE 017 569

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 77

Contract—GOO7603808

Note—392p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, Medical Vocabulary, Sanitation, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are twenty-six learning modules organized into three units: language; receptioning; and asepsis. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 570, CE 017 571, and CE 017 572 are one of two sets of learning modules on medical assistant written in formats designed for regular vocational and visually impaired students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 092 CE 017 570

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 77

Contract—GOO7603808

Note—381p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Diagnostic Tests, Equipment Maintenance, *Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, Medical Evaluation, Supplies, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are forty-six learning modules organized into three units: examination; supplies and equipment maintenance; and diagnostic tests. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 569, CE 017 571, and CE 017 572 are one of two sets of learning modules on medical assistants written in formats designed for regular vocational and visually impaired students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 093 CE 017 571

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 3.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Contract—GOO7603808

Note—278p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are forty learning modules organized into four units: office surgery; telephoning; bandaging; and medications and treatments. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 569, CE 017 570, and CE 017 572 are one of two sets of learning modules on medical assistants written in formats designed for regular vocational and visually impaired students. These modules are part of a total set which include over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 094 CE 017 572

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 4.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 77

Contract—GOO7603808

Note—328p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Business Skills, *Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, *Vocational Education, Young Adults

This instructional package, one of four designed for regular vocational students, focuses on the vocational area of medical assistant. Contained in this document are forty-seven learning modules organized into nine units: review for competency; third-party billing; patient teaching; skill building; bookkeeping; interpersonal relationships; medical office first aid; banking; and casting procedures. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which provide information needed to perform the activity; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and related documents CE 017 569, CE 017 570, and CE 017 571 are one of two sets of learning modules on medical assistants written in formats designed for regular vocational and visually impaired students. These modules are part of a total set which includes over 1,300 modules in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 095 CE 017 573

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 77

Contract—GOO7603808

Note—200p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, Special Education, Visually Handicapped, *Vocational Education, Young Adults

This instructional package, one of two designed for visually impaired students, focuses on the vocational area of medical assistant. Contained in this document are twelve learning modules organized into five units: language; receptioning; asepsis; supplies and equipment maintenance; and diagnostic tests. Each module, printed in block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity; and detail job steps necessary to do the task. Illustrations are designed for the visually impaired. This document and CE 017 574 are one of two sets of learning modules on medical assistant written in formats designed for visually impaired and regular vocational students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics. (JH)

ED 158 096 CE 017 574

Varney, Beverly And Others

Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Contract—GOO7603808

Note—466p.; Not available in hard copy due to reproducibility problems. For related documents see CE 017 554-583

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Health Occupations Education, *Learning Activities, Learning Modules, *Medical Assistants, Special Education, *Visually Handicapped, *Vocational Education, Young Adults

This instructional package, one of two designed for visually impaired students, focuses on the vocational area of medical assistant. Contained in this document are thirty-five learning modules organized into nine units: telephoning; medications and treatments; review for competency; third-party billing; skill building; bookkeeping; interpersonal relationships; medical office first aid; and banking. Each module, printed in block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages provide information needed to perform the activity and detail steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 573 are one of two sets of learning modules on medical assistant written in formats designed for visually impaired and regular vocational students. These modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 097 CE 017 575

Noffze, Elaine And Others

Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 77

Contract—GOO7603808

Note—520p.; For related documents see CE 017 554-583

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Descriptors—*Dietetics, *Learning Activities, Learning Modules, Nutrition Instruction, *Occupational Home Economics, Safety, *Vocational Education, Young Adults

This instructional package is one of two designed for regular vocational students on the vocational area of dietetic assistant. The eighty-nine learning modules are organized into three units: nutrition; menu planning and food ordering; and housekeeping and safety. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide necessary information; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and CE 017 576 are one of two sets of learning modules on dietetic assistant written for different student populations. The other set is designed for visually impaired students. The modules are part of a total set of over 1,300 written in a variety of formats. Building maintenance, small engine repair, graphics, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 098 CE 017 576

Noffze, Elaine And Others

Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 77

Contract—GOO7603808

Note—454p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—*Dietetics, Food Service, *Learning Activities, *Learning Modules, *Occupational Home Economics, Supervision, *Vocational Education, Young Adults

This instructional package is one of two designed for regular vocational students in the vocational area of dietetic assistant. The seventy-four learning modules are organized into three units: food preparation and service; diet therapy; and supervising tools and techniques. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide necessary information; and job step pages which detail job steps (visuals included) necessary to do the tasks. (This document and CE 017 575 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for visually impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, graphics, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 099 CE 017 577

Mackinnon, Barbara And Others

Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 77

Contract—GOO7603808

Note—482p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Dietetics, Learning Modules, Nutrition Instruction, *Occupational Home Economics, Safety, Special Education, *Visually Handicapped, *Vocational Education

This instructional package is one of two designed for visually impaired students on the vocational area of dietetic assistant. The forty-seven learning modules are organized into three units: nutrition; menu planning and food ordering; and housekeeping and safety. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity; and detail job steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 578 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for regular vocational students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, graphics, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 100 CE 017 578

Gilmore, Linda

Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 77

Contract—GOO7603808

Note—293p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Dietetics, Food Service, *Learning Activities, Learning Modules, *Occupational Home Economics, Supervision, *Visually Handicapped, *Vocational Education

This instructional package is one of two designed for visually impaired students in the vocational area of dietetic assistant. The twenty-eight learning modules are organized into three units: food preparation and service; diet therapy; and supervising tools and techniques. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity and detail the job steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 577 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for regular vocational students. The modules are part of a total set of over 1,300 modules written for different student populations. Graphics, building maintenance, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

ED 158 101 CE 017 579

Pitts, Jim And Others

Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. [Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—GOO7603808

Note—333p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Auto Mechanics, Engines, *Learning Activities, Learning Modules, Repair, *Trade and Industrial Education, *Vocational Education, Young Adults

This instructional package is one of two designed for use by regular vocational students in the vocational area of small engine repair service. Contained in this document are forty-four learning modules organized into ten units: engine block; air cleaner; starters; fuel tanks; lines, filters, and pumps; carburetors; electrical; magneto systems; lubrication; gear boxes and drive trains; and sharpening and grinding mowers. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; an information page (not always included) provides information needed to perform the activity; and job step pages which detail steps necessary to do the tasks. Visuals are included with the explanation. (This document and CE 017 580 are one of three sets of learning modules on small engine repair. The other two sets are written in formats designed for visually impaired and low reader/educable mentally impaired students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, dietetic assistant, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 102 CE 017 580

Pitts, Jim And Others

Multiple Learning Strategies Project. Small Engine Repair Service. [Regular Vocational. Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 77

Contract—GOO7603808

Note—337p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors—*Auto Mechanics, Engines, *Learning Activities, Learning Modules, Repair, *Trade and Industrial Education, *Vocational Education, Young Adults

This instructional package is one of two designed for use by regular vocational students in the vocational area of small engine repair service. Contained in this document are forty-nine learning modules organized into eleven units: test equipment; motorcycle; engine removal and replacement; machining; tune-ups; short blocks; storage; filling out forms; ring and piston service; valve service; and overhaul. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information page (not always included) providing information needed to perform the activity; and job step pages which detail steps necessary to do the task. Visuals are included with the explanation. (This document and CE 017 579 are one of three sets of learning modules on small engine repair. The other two sets are written in formats designed for visually impaired and low reader-educable mentally impaired students. The modules are part of a total set which includes over 1,300 written for different student populations. Building maintenance, dietetic assistant, medical assistant, and graphics are the other vocational areas covered.) (JH)

ED 158 103 CE 017 581

Pitts, Jim And Others

Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 1.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—GOO7603808

Note—434p.; For related documents see CE 017 554-583

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors—*Educable Mentally Handicapped, Engines, *Learning Activities, Learning Modules, Repair, *Retarded Readers, Special Education, *Trade and Industrial Education, *Vocational Education, Young Adults
Identifiers—Small Engines

This instructional package, one of two designed for low reader-educable mentally impaired students, focuses on the vocational area of small engine repair service. (Low readers are identified as those reading at a 3-6 grade level.) Contained in this document are forty-three learning modules organized into nine units: engine block; air cleaner; starters; fuel tank, lines, filters and pumps; carburetors; electrical; magnetic system; lubrication; and gear boxes and drive trains. Each module includes these elements: a performance objective page that describes what the student will learn, materials needed, and how performance will be evaluated; information pages including special material not incorporated into the job steps; and job step pages which detail the steps necessary to do the task. This document and CE 017 582 are one of three sets of learning modules on small engine repair. The other two sets are written in formats designed for visually impaired and regular vocational students. The modules are part of a total set which includes over 1,300 modules written for different student populations. Building maintenance, dietetic assistant, medical assistant, and graphics are the other vocational areas covered. (JH)

ED 158 104 CE 017 582

White, Debi And Others

Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 2.]

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—GOO7603808

Note—481p.; For related documents see CE 017 554-583

EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—*Auto Mechanics, *Educable Mentally Handicapped, Engines, *Learning Activities, Learning Modules, Reading Level, Repair, *Retarded Readers, Special Education, *Trade and Industrial Education, *Vocational Education, Young Adults

This instructional package, one of two designed for low reader-educable mentally impaired students, focuses on the vocational area of small engine repair service. (Low readers are identified as those at a reading level of grades 3-6.) Contained in this document are fifty learning modules organized into twelve units: sharpening and grinding mowers; test equipment; motorcycles; engine removal and replacement; machining; tune-ups; short blocks; storage; filling out forms; ring and piston service; valve service; and overhaul. Each module includes these elements: a performance objective page that describes what the student will learn, materials needed, and how performance will be evaluated; information pages including special material not incorporated into the job steps; and job step pages which detail the steps necessary to do the task. (This document and CE 017 581 are one of three sets of learning modules on small engine repair written in formats designed for low reader-educable mentally impaired, visually impaired, and regular vocational students. These modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics.) (JH)

ED 158 105 CE 017 583

Foster, Don And Others

Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.

Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 77

Contract—GOO7603808

Note—533p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors—*Auto Mechanics, Engines, *Learning Activities, Learning Modules, Repair, Special Education, *Trade and Industrial Education, *Visually Handicapped, *Vocational Education, Young Adults

This instructional package designed for visually impaired students, focuses on the vocational area of small engine repair. Contained in this document are forty learning modules organized into fourteen units: engine block; starters; fuel tank, lines, filters and pumps; carburetors; electrical; test equipment; motorcycle; machining; tune-ups; short blocks; storage; ring and piston service; valve service; and overhaul. Each module, printed in block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity and detail steps necessary to do the task. (Visuals are designed for the visually impaired.) (This document is one of three sets of learning modules on small engine repair written in formats designed for visually impaired, low reader/educable mentally impaired, and regular vocational students. The modules are part of a total set which includes over 1,300 modules written in a variety of formats on building maintenance, dietetic assistant, small engine repair, medical assistant, and graphics. (JH)

ED 158 106 CE 017 756

Tomorrow's Jobs. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-1

Pub Date—78

Note—21p.; Some information contained in some of the graphs throughout this document may not reproduce well; For related documents see CE 017 757-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Experience, *Employment Opportunities, *Employment Projections, Employment Services, Employment Statistics, *Employment Trends, Industrial Personnel, *Information Sources, Job Search Methods, *Labor Market, *Occupational Information, Occupations, Tables (Data)

Presenting employment projections for the total labor market through 1985, this document accompanies a series of forty-one reprints (CE 017 757-797) from the Occupational Outlook Handbook which provide current information and employment projections for individual occupations and industries through 1985. The employment projections and related discussions are divided into the following categories: industrial profile, occupational profile, job openings, and the relationship between job prospects and education. Assumptions and methods used in preparing employment projections are presented; and sources for additional information about jobs and careers are listed, including state employment security agencies, information for special groups, information on finding a job, and labor market information. (BM)

ED 158 107 CE 017 757

Metalworking Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-2

Pub Date—78

Note—24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Assembly (Manufacturing), *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Foundries, Information Sources, Job Skills, Job Training, Machine Tool Operators, Machinists, *Metal Working Occupations, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Tool and Die Makers, Wages, Welding, Work Environment

Focusing on metalworking occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include blacksmiths, forge shop occupations, welders, foundry occupations (pattern makers, molders, coremakers), and machining occupations (all-round machinist, instrument makers,

machine tool operators, setup workers, and tool-and-die makers). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 108 CE 017 758

Printing and Publishing Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-3

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Graphic Arts, Information Sources, Job Skills, Job Training, Layout (Publications), News Reporting, *Occupational Information, Occupational Mobility, Photography, *Printing, Promotion (Occupational), *Publishing Industry, Reprography, Salaries, Technical Writing, Wages, Work Environment, *Writing

Focusing on printing and publishing occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include newspaper reporters, photographers, photographic laboratory occupations, technical writers, and various occupations in the printing and publishing industry (compositors, lithographers, photoengravers, electrotypers, stereotypers, printing press operators and assistants, bookbinders, and bindery workers). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 109 CE 017 759

Factory Production Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-4

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Assembly (Manufacturing), Electricians, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Environmental Technicians, Equipment Maintenance, Information Sources, Job Skills, Job Training, Machine Repairmen, *Manufacturing Industry, *Occupational Information, Occupational Mobility, Production Technicians, Promotion (Occupational), Salaries, Supervisors, Wages, Work Environment

Focusing on factory production occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include assemblers, blue collar worker supervisors, boilermaking occupations, boiler tenders, electroplaters, industrial machinery repairers, inspectors (manufacturing), maintenance electricians, millwrights, power truck operators, production painters, stationary engineers, and wastewater treament plant operators. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 110 CE 017 760

Clerical Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-5

Pub Date—78

Note—24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bookkeeping, Clerical Occupations, *Clerical Workers, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, File Clerks, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Office Machines, *Office Occupations, Promotion (Occupational), Receptionists, Salaries, Secretaries, Stenographers, Typists, Wages, Work Environment

Focusing on clerical occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bookkeeping workers, file clerks, office machine operators, receptionists, secretaries, stenographers, shipping/receiving clerks, statistical clerks, stock clerks, typists, and occupations in the postal service (mail carriers and postal clerks). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 111 CE 017 761

Office Machine and Computer Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-6

Pub Date—78

Note—20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Computer Science, Data Processing Occupations, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Equipment Manufacturers, Information Sources, Job Skills, Job Training, Machine Repairmen, *Occupational Information, Occupational Mobility, *Office Machines, Programers, Promotion (Occupational), Salaries, Systems Analysts, Technical Occupations, Wages, Work Environment

Focusing on office machine and computer occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include business machine repairers, computer operating personnel, computer service technicians, office machine operators, programmers, systems analysts, and office machine and computer manufacturing occupations. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 112 CE 017 762

Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-8

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accountants, *Business, Commercial Art, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Financial Services, Industrial Relations, Information Sources, Job Skills, Job Training, Lawyers, Managerial Occupations, Marketing, *Merchandising, *Occupational Information, Occupational Mobility, Personnel Management, Promotion (Occupational), Purchasing, Salaries, Wages, Work Environment

Focusing on business occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current in-

formation and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include accountants, advertising workers, collections workers, credit managers, industrial traffic managers, lawyers, marketing research workers, personnel and labor relations workers, public relations workers, and purchasing agents. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 113 CE 017 763

Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-9

Pub Date—78

Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Cleaning, Clothing Maintenance Specialists, Domestics, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Food Service Occupations, Hotels, Information Sources, Job Skills, Job Training, Maids, *Maintenance, Managerial Occupations, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, *Service Occupations, Wages, Work Environment

Focusing on service occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providng current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this documen. include building custodians, pest controllers, private household workers, occupations in the restaurant industry, hotel occupations (bellhops, bell captains, front office clerks, housekeepers and assistants, and managers and assistants), and occupations in laundry and drycleaning plants. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 114 CE 017 764

Food Merchandising Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-10

Pub Date—78

Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Cooks, Dishwashing, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Food Service Industry, *Food Service Occupations, Food Service Workers, Food Stores, Information Sources, Job Skills, Job Training, Meat Packing Industry, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on food merchandising occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bartenders, cooks and chefs, dining room attendants, dishwashers, food counter workers, meatcutters, waiters/waitresses, occupations in the restaurant industry, and occupations in retail foodstores. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook:; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 115 CE 017 765

Protective and Related Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-11

Pub Date—78

Note—24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Correctional Rehabilitation, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Fire Fighters, Food and Drug Inspectors, *Government Employees, Health Personnel, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Parole Officers, Police, Promotion (Occupational), Public Service Occupations, Safety, Salaries, *Security Personnel, State Police, Wages, Work Environment

Focusing on protective and related service occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include correction officers, firefighters, guards, police officers, state police officers, construction inspectors (government), health and regulatory inspectors (government), and occupational safety and health workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 116 CE 017 766

Education and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-12

Pub Date—78

Note—20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—College Teachers, Elementary School Teachers, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, *Librarians, Library Technicians, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Secondary School Teachers, Teacher Aides, *Teachers, Wages, Work Environment

Focusing on education and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include kindergarten and elementary school teachers, secondary school teachers, college/university teachers, teacher aides, librarians, and library technicians and assistants. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints coverjng individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 117 CE 017 767

Sales Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-13

Pub Date—78

Note—24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Auto Parts Men, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Finance Occupations, Information Sources, Insurance Occupations, Job Skills, Job Training, Merchandising, Merchants, Motor Vehicles, *Occupational Information, Occupational Mobility, Promotion (Occupational), Real Estate Occupations, Retailing, Salaries, *Sales Occupations, Sales Workers, Tourism, Wages, Wholesaling, Work Environment

Focusing on sales occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for

individual occupations and industries through 1985. The specific occupations covered in this document include automobile sales workers, buyers, insurance agents/brokers, manufacturers' sales workers, real estate agents/brokers, retail trade sales workers, route drivers, securities sales workers, travel agents, and wholesale trade sales workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 118 CE 017 768

Construction Occupations–Structural. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-14

Pub Date—78

Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bricklayers, *Building Trades, Carpenters, Construction (Process), Construction Industry, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Flooring, Information Sources, Job Skills, Job Training, Laborers, Machine Tool Operators, Metal Working Occupations, *Occupational Information, Occupational Mobility, Plumbing, Promotion (Occupational), Roofing, Salaries, Wages, Work Environment

Focusing on structural construction occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bricklayers, stonemasons, marble setters, carpenters, cement masons, terrazzo workers, construction laborers, elevator constructors, ironworkers, operating engineers (construction machinery operators), plumbers, pipefitters, and roofers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 119 CE 017 769

Construction Occupations–Finishing. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-15

Pub Date—78

Note—23p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Air Conditioning, *Building Trades, Carpenters, Electricians, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Finishing, Flooring, Glaziers, Heating, Information Sources, Job Skills, Job Training, Machine Tool Operators, *Occupational Information, Occupational Mobility, Painting, Promotion (Occupational), Refrigeration Mechanics, Salaries, Sheet Metal Workers, Wages, Work Environment

Focusing on finishing construction occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include air conditioning/refrigeration/heating repairmen, drywall installers and finishers, electricians (construction), floor covering installers, glaziers, insulation workers, lathers, painters and paperhangers, plasterers, sheet metal workers, and tilesetters. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 120 CE 017 770

Air and Water Transportation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-16

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Aircraft Pilots, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Government Employees, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, *Transportation, Travel, Wages, Work Environment

Identifiers—*Aircraft Personnel, Air Traffic Controllers, *Merchant Marines

Focusing on air and water transportation occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include civil aviation workers, air traffic controllers, air plane mechanics, airplane pilots, flight attendants, reservation/ticket/passenger agents, and occupations in the merchant marine industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 121 CE 017 771

Railroad Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-17

Pub Date—78

Note—13p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Information Sources, Job Skills, Job Training, Laborers, Locomotive Engineers, *Occupational Information, Occupational Mobility, Operating Engineering, Promotion (Occupational), *Rail Transportation, Salaries, Service Occupations, Telecommunication, Travel, Wages, Work Environment

Focusing on railroad occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include brake operators, conductors, locomotive engineers, shop trades, signal department workers, station agents, telegraphers, telephoners, tower operators, and track workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 122 CE 017 772

Driving Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-18

Pub Date—78

Note—20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Attendants, *Bus Transportation, *Employment Opportunities, *Employment Projections, Employment Trends, Information Sources, Job Skills, Job Training, *Motor Vehicles, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Service Vehicles, Transportation, Wages, Work Environment

Identifiers—*Driving Occupations

Focusing on driving occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document

include intercity busdrivers, local transit busdrivers, local truckdrivers, long-distance truckdrivers, parking attendants, route drivers, taxi-cab drivers, and occupations in the trucking industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 123 CE 017 773

Environmental Scientists and Conservation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-19

Pub Date—78

Note—20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Conservation (Environment), *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Environmental Research, Forestry Occupations, Geology, Geophysics, Information Sources, Job Skills, Job Training, Meteorology, *Occupational Information, Occupational Mobility, Oceanology, Promotion (Occupational), Salaries, Scientific Research, *Scientists, Soil Conservation, Wages, Work Environment

Focusing on environmental scientists and conservation occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include foresters, forestry technicians, range managers, soil conservationists, geologists, geophysicists, meteorologists, and oceanographers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions, and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 124 CE 017 774

Engineering and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-20

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Aerospace Industry, Agricultural Engineering, Broadcast Industry, Ceramics, Civil Engineering, Drafting, Electrical Occupations, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Engineering Technicians, *Engineers, Human Engineering, Industrial Technology, Information Sources, Job Skills, Job Training, Mechanical Design Technicians, Metallurgy, *Occupational Information, Occupational Mobility, Ocean Engineering, Petroleum Industry, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on engineering and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include aerospace engineers, agricultural engineers, biomedical engineers, ceramic engineers, chemical engineers, civil engineers, electrical engineers, industrial engineers, mechanical engineers, metallurgical engineers, mining engineers, petroleum engineers, broadcast technicians, drafters, engineering and science technicians, and surveyors. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 125 CE 017 775

Physical and Life Scientists. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-21

Pub Date—78

Note—17p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Astronomy, Biochemistry, *Biological Sciences, Chemistry, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Physical Sciences, Physics, Promotion (Occupational), Salaries, *Scientists, Soil Science, Wages, Work Environment

Focusing on physical and life scientists, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include biochemists, life scientists, soil scientists, astronomers, chemists, food scientists, and physicists. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 126 CE 017 776

Mathematics and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-22

Pub Date—78

Note—17p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accountants, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Finance Occupations, Information Sources, Job Skills, Job Training, *Mathematicians, *Occupational Information, Occupational Mobility, Programers, Promotion (Occupational), Salaries, Statistical Analysis, Systems Analysts, Wages, Work Environment

Focusing on mathematics and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include accountants, actuaries, mathematicians, programmers, statisticians, and systems analysts. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 127 CE 017 777

Public Utilities Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-23

Pub Date—78

Note—21p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Electrical Occupations, Electricians, Electronics, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Promotion (Occupational), Public Relations, Salaries, Telecommunication, *Telephone Communications Industry, Telephone Communication Systems, *Utilities, Wages, Work Environment

Focusing on public utilities occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the electric

power industry, power plant workers, transmission and distribution occupations, customer service occupations, and occupations in the telephone industry (telephone crafts occupations, central office equipment installers, line installers, cable splicers, telephone and PBX installers/repairers, and telephone operators). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 128 CE 017 778

Motor Vehicle and Machinery Repairers. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BULL-1955-24

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Attendants, Auto Body Repairmen, Auto Mechanics, *Auto Mechanics (Occupation), Auto Parts Men, Diesel Engines, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Equipment Maintenance, Information Sources, Job Skills, Job Training, Machine Repairmen, Mechanics (Process), *Motor Vehicles, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment

Identifiers—Painters

Focusing on motor vehicle and machinery repairers, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include automobile body repairers, automobile mechanics, automobile painters, automobile parts counter workers, automobile service advisors, boat-engine mechanics, diesel mechanics, farm equipment mechanics, gasoline service station attendants, motorcycle mechanics, truck mechanics, and bus mechanics. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 129 CE 017 779

Machine Repairers and Operators. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-25

Pub Date—78

Note—20p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Appliance Repairing, Computers, Electrical Appliance Servicemen, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Equipment Maintenance, Information Sources, Instrumentation Technicians, Job Skills, Job Training, *Machine Repairmen, *Occupational Information, Occupational Mobility, Office Machines, Projection Equipment, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on machine repairers and operators, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include appliance repairers, bowling-pin-machine mechanics, business machine repairers, computer service technicians, electric sign repairers, instrument repairers, motion picture projectionists, and vending machine mechanics. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 130 CE 017 780

Small Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-26

Pub Date—78

Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Barbers, Business, Cosmetologists, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, Musical Instruments, *Occupational Information, Occupational Mobility, Promotion (Occupational), *Repair, Salaries, *Service Occupations, Service Workers, Television Repairmen, Wages, Watchmakers, Work Environment

Focusing on small business occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include barbers, cosmetologists, funeral directors/embalmers, furniture upholsterers, jewelers, locksmiths, piano and organ tuners/repairers, shoe repairers, television and radio service technicians, and watch repairers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 131 CE 017 781

Health Practitioners. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-27

Pub Date—78

Note—20p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Dentists, Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Health Personnel, Information Sources, Job Skills, Job Training, Medical Services, Medicine, *Occupational Information, Occupational Mobility, Optometrists, Pharmacists, *Physicians, *Professional Personnel, Promotion (Occupational), Salaries, Veterinary Medicine, Wages, Work Environment

Focusing on health practitioners, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include physicians, podiatrists, veterinarians, chiropractors, dentists, optometrists, osteopathic physicians, and pharmacists. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 132 CE 017 782

Health Occupations. Dental Auxiliaries, Nursing, Therapy and Rehabilitation, Health Services Administration. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-28

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Personnel, Dental Hygienists, Dental Technicians, Dentists, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Health Occupations, *Health Personnel, Hospital Personnel, Information Sources, Job Skills, Job Training, Nurses, Nurses Aides, *Occupational Information, Occupational Mobility, Occupational Therapy Assistants, Physical Therapists, Physical Therapy Aides, Practical Nurses, Promotion (Occupational), Salaries, Speech Therapists, Therapists, Wages, Work Environment

Focusing on health occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include dental assistants, dental hygienists, dental laboratory technicians, health services administrators, nursing occupations (registered nurses, licensed practical nurses, nursing aides, orderlies, and attendants), and therapy and rehabilitation occupations (occupational therapists, occupational therapy assistants/aides, physical therapists, physical therapist assistants/aides, speech pathologists, and audiologists). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 133 CE 017 783

Health Occupations. Medical Technologists, Technicians, and Assistants; Dispensing Opticians; Ophthalmic Laboratory Technicians; Medical Record Personnel. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-29

Pub Date—78

Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Personnel, Emergency Squad Personnel, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Health Occupations, *Health Personnel, Hospital Personnel, Information Sources, Inhalation Therapists, Job Skills, Job Training, Medical Laboratory Assistants, Medical Record Librarians, Medical Record Technicians, Medical Technologists, *Occupational Information, Occupational Mobility, Ophthalmology, Paraprofessional Personnel, Promotion (Occupational), Radiologic Technologists, Salaries, Surgical Technicians, Wages, Work Environment

Focusing on health occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include dispensing opticians, electrocardiograph technicians, electroencephalographic technologists/technicians, emergency medical technicians, medical laboratory workers, medical record administrators, medical record technicians/clerks, operating room technicians, ophthalmic laboratory technicians, optometric assistants, radiologic (X-Ray) technologists, and respiratory therapy workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 134 CE 017 784

Lawyers, City Managers, and Social Science Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-30

Pub Date—78

Note—25p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Anthropology, City Government, City Planning, Economics, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Geography, History, Information Sources, Job Skills, Job Training, *Lawyers, *Occupational Information, Occupational Mobility, Political Science, Promotion (Occupational), Psychology, Salaries, *Social Science Research, Sociology, Wages, Work Environment

Identifiers—*City Managers

Focusing on lawyers, city managers, and social science occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include city managers, lawyers, anthropologists, economists, geographers, historians, political scientists, psychologists, and sociologists. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 135 CE 017 785

Counseling and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-31

Pub Date—78

Note—21p.; Photographs in this document may not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adjustment Counselors, Admissions Counselors, Career Planning, *Clergymen, *Counselors, Elementary School Counselors, Employment Counselors, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Priests, Promotion (Occupational), Pupil Personnel Workers, Rehabilitation Counseling, Salaries, School Psychologists, Secondary School Counselors, Student Personnel Workers, Student Placement, Wages, Work Environment

Focusing on counseling and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include college career planning/placement counselors, college student personnel workers, employment counselors, psychologists, rehabilitation counselors, school counselors, and clergy (Protestant ministers, rabbis, and Roman Catholic priests). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 136 CE 017 786

Social Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-32

Pub Date—78

Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Dietitians, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Home Economics, Home Health Aides, *Human Services, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Parks, Promotion (Occupational), Recreation, Salaries, Social Services, *Social Workers, Visiting Homemakers, Wages, Work Environment

Focusing on social service occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include dietitians, home economist, homemaker-home health aides, park/recreation/leisure service workers, social service aides, and social workers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 137 CE 017 787

Performing Arts and Entertainment-Related Occupations. Reprinted from the

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1955-33

Pub Date—78

Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Acting, *Broadcast Television, Dance, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Job Skills, Job Training, Musicians, *Occupational Information, Occupational Mobility, Promotion (Occupational), Radio, Salaries, Singing, *Theater Arts, Wages, Work Environment
Identifiers—*Fashion Models

Focusing on performing arts and entertainment-related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include models, actors/actresses, dancers, musicians, singers, occupations in radio and television broadcasting, and radio and television announcers. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 138 CE 017 788

Design Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—BULL-1955-34
Pub Date—78
Note—19p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Architecture, City Planning, Commercial Art, *Designers, Display Panels, Drafting, Draftsmen, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Engineering Drawing, Graphic Arts, Information Sources, Interior Design, Job Skills, Job Training, Landscaping, Merchandising, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on design occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include architects, commercial artists, display workers (retail trade), floral designers, industrial designers, interior designers, landscape architects, and urban planners. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 139 CE 017 789

Communications-Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-35
Pub Date—78
Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Broadcast Industry, Broadcast Television, *Communications, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Information Sources, Interpreters, Job Skills, Job Training, *Mass Media, Media Technology, News Reporting, *Occupational Information, Occupational Mobility, Photography, Promotion (Occupational), Public Relations, Radio, Salaries, Technical Writing, Wages, Work Environment
Identifiers—Advertising

Focusing on communications-related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include advertising workers, interpreters, newspaper reporters, photographers, public relations workers, technical writers, and occupations in radio and television broadcasting (broadcast technicians and radio and television announcers). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 140 CE 017 790

Agriculture and Logging and Lumber Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-36
Pub Date—78
Note—25p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agribusiness, *Agricultural Occupations, Agricultural Personnel, Agricultural Production, Agricultural Research Projects, Conservation (Environment), Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Extension Agents, Farm Occupations, Forestry Aides, *Forestry Occupations, Information Sources, Job Skills, Job Training, *Lumber Industry, *Occupational Information, Occupational Mobility, Off Farm Agricultural Occupations, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on occupations in agriculture and logging and lumber mill products industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include conservation occupations (foresters, forestry technicians, range managers, soil conservationists), agriculture occupations (farm production, agricultural service, agribusiness, and agricultural research), cooperative extension service workers, and occupations in logging and lumber mills. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 141 CE 017 791

Energy-Producing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-37
Pub Date—78
Note—25p.; Photographs and other illustrations in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Electricity, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Energy, Fuels, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Petroleum Industry, Promotion (Occupational), Public Relations, Salaries, Service Occupations, Solar Radiation, *Utilities, Wages, Work Environment

Focusing on occupations in energy-producing industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include coal mining, occupations in the electric power industry, powerplant occupations, transmission and distribution occupations, customer service occupations, occupations in the nuclear energy field, occupations in petroleum and natural gas production and gas processing, and occupations in the petroleum refining industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 142 CE 017 792

Petroleum Refining, Industrial Chemical, Drug, and Paper and Allied Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-38
Pub Date—78

Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Chemical Industry, Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Industrial Personnel, Information Sources, Job Skills, Job Training, Manufacturing Industry, *Occupational Information, Occupational Mobility, *Paper (Material), *Petroleum Industry, Promotion (Occupational), Salaries, Wages, Work Environment
Identifiers—*Drug Industry

Focusing on occupations in refining and industrial chemical, drug, and paper manufacturing industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the drug industry, occupations in the industrial chemical industry, occupations in the paper and allied products industries, and occupations in the petroleum refining industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 143 CE 017 793

Aluminum, Iron and Steel, and Foundry Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-39
Pub Date—78
Note—24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Foundries, Information Sources, Job Skills, Job Training, *Metal Industry, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment
Identifiers—*Aluminum Industry

Focusing on occupations in the various metal industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the aluminum industry, occupations in foundries (patternmakers, molders, coremakers), and occupations in the iron and steel industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 144 CE 017 794

Aircraft, Missile, and Spacecraft; Office Machine and Computer; Electronics; and Motor Vehicle and Equipment Manufacturing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-40
Pub Date—78
Note—24p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Aerospace Industry, Aerospace Technology, Aviation Technology, Computers, Electronics Industry, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Industrial Personnel, Information Sources, Job Skills, Job Training, *Manufacturing Industry, Motor Vehicles, *Occupational Information, Occupational Mobility, Office Machines, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on occupations in various manufacturing industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in aircraft, missile, and spacecraft manufacturing; occupations in the electronics industry; occupations in the motor vehicle and equipment manufacturing industry; and occupations in the office machine and computer manufacturing industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 145 CE 017 795

Apparel, Baking, Laundry and Dry Cleaning, and Textile Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-41
Pub Date—78
Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bakery Industry, Cleaning, Clothing Maintenance Specialists, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, *Fashion Industry, Information Sources, Job Skills, Job Training, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment
Identifiers—*Textile Industry

Focusing on occupations in the clothing and baking industries, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include occupations in the apparel industry, occupations in the baking industry, occupations in laundry and drycleaning plants, and occupations in the textile mill products industry. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 146 CE 017 796

Government Occupations. Reprinted from the Occupational Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-42
Pub Date—78
Note—16p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-797
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Armed Forces, City Government, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Federal Government, *Government Employees, Information Sources, Job Skills, Job Training, Military Personnel, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, State Government, Wages, Work Environment

Focusing on government occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include federal civilian government employees, state and local government employees, and career opportunities in the armed forces. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 147 CE 017 797

Banking and Insurance Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1955-7
Pub Date—78
Note—21p.; Photographs in this document will not reproduce well; For related documents see CE 017 756-796
Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington, D.C. 20402 ($0.50 per reprint; $8.00 for set of 42)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Banking, Clerical Occupations, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Employment Trends, Finance Occupations, Information Sources, Insurance Occupations, Job Skills, Job Training, Managerial Occupations, Mathematicians, *Occupational Information, Occupational Mobility, Promotion (Occupational), Salaries, Wages, Work Environment

Focusing on banking and insurance occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include bank clerks, bank officers/managers, bank tellers, actuaries, claim representatives, insurance agents/brokers, and underwriters. The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

ED 158 148 CE 017 823

Smith, Brandon B.
A System for Evaluating Career Education in Minnesota: 1972-73. A Final Report of Exemplary Programs in Career Education.
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
Pub Date—Jan 74
Note—76p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Academic Achievement, Achievement Rating, *Career Education, Cognitive Tests, Demonstration Programs, *Demonstration Projects, Elementary Education, Evaluation Methods, *Formative Evaluation, Junior High Schools, *Program Development, Program Evaluation, Self Evaluation, Student Evaluation, *Summative Evaluation
Identifiers—Minnesota

An evaluation was conducted on seven career education projects in seven Minnesota school districts. Formative and summative evaluation methods were used to assess teachers' and directors' project implementation and the impact on students' (grades 1 to 9) cognitive achievement. Self evaluation forms were used to obtain information from and to provide feedback to teachers and directors. These forms, collected over seven months, provided a baseline which was used to detect differences in implementation strategies. It was concluded that the seven projects implemented career education in different ways, utilized different instructional techniques, differed in average number of activities conducted, and distributed the instruction and preparation amount differently among activities conducted. Experimental students (who had had career education) and control students (who had not had career education) were administered tests designed to assess the impact of career education on their cognitive achievements. The tests, reliable for both experimental and control groups, detected relatively large differences among grades (maturity levels) for both groups. Small achievement differences, sometimes inconsistent, were found between the experimental and control groups and among the seven experimental projects. The relative impact of career education instruction on the cognitive achievement of students was small and not educationally significant. (Author/CSS)

Indexes

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the Resume Section.

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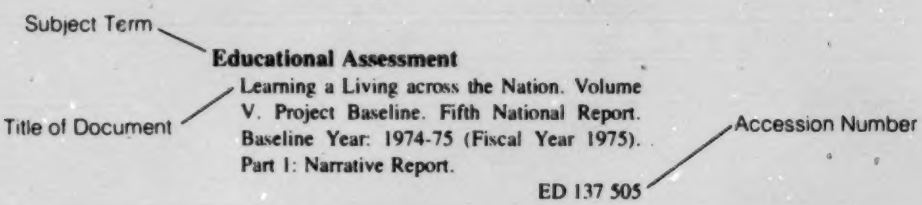
Subject Term
Educational Assessment
Title of Document
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
Accession Number
ED 137 505

Academic Achievement
A System for Evaluating Career Education in Minnesota: 1972-73. A Final Report of Exemplary Programs in Career Education.
ED 158 148

Access to Education
Renewal in Education with Emphasis on Careers.
ED 158 011

Accidents
Investigating Accidents in the Workplace. A Manual for Compliance Safety and Health Officers.
ED 158 024

Achievement Rating
Development of USES Specific Aptitude Test Battery [S-61R78] for Plumber (const.) 862.381-030/Pipe Fitter (const.) 862.381-018.
ED 158 039

Administrative Personnel
Relevance of Health Care Administration Curricula.
ED 157 993

Administrator Education
Relevance of Health Care Administration Curricula.
ED 157 993
The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
ED 158 019

Adult Basic Education
Clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, Funded under the Adult Education Act Sections 306 (A) (4) and 309 (1) and (2).
ED 158 017

Adult Vocational Education
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015

Adults
Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.
ED 157 992

Advertising
Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution. Final Report. Leadership Development Series: Advertising Services.
ED 158 009

Advisory Committees
Local Advisory Committee Handbook: Vocational Education.
ED 158 075

Affirmative Action
Labor Force Information for Affirmative Action Programs.
ED 158 000
Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.
ED 158 021

Agricultural Education
Agricultural Occupations Handbook.
ED 158 028

Agricultural Machinery Occupations
Agricultural Occupations Handbook.
ED 158 028

Agricultural Occupations
Agricultural Occupations Handbook.
ED 158 028
Agriculture and Logging and Lumber Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 140

Agricultural Production
Agricultural Occupations Handbook.
ED 158 028

Agricultural Supply Occupations
Agricultural Occupations Handbook.
ED 158 028

Air Force
Comparative Occupational Survey of Civilian and Military Members in the Pavements Maintenance and Construction Equipment Operator Specialties. Final Report for Period 1 October 1975-30 October 1977.
ED 157 994

Air Force Occupational Attitude Inventory
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032

Aircraft Personnel
Air and Water Transportation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 120

Aluminum Industry
Aluminum, Iron and Steel, and Foundry Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 143

Apprenticeships
Development of USES Specific Aptitude Test Battery [S-61R78] for Plumber (const.) 862.381-030/Pipe Fitter (const.) 862.381-018.
ED 158 039

Aptitude
Individual Differences in Learning Performance: The Role of Aptitude.
ED 157 999

Aptitude Tests
Development of USES Specific Aptitude Test Battery [S-61R78] for Plumber (const.) 862.381-030/Pipe Fitter (const.) 862.381-018.
ED 158 039

Armed Forces
Government Occupations. Reprinted from the Occupational Handbook, 1978-79 Edition.
ED 158 146

Army
The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
ED 158 019

Attitude Tests
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032

Auto Mechanics
Multiple Learning Strategies Project. Small Engine Repair Service. [Regular Vocational. Vol. 2.]
ED 158 102
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 2.]
ED 158 104
Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. [Vol. 1.]
ED 158 101
Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.
ED 158 105

Auto Mechanics (Occupation)
Motor Vehicle and Machinery Repairers. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 128

Bakery Industry
Apparel, Baking, Laundry and Dry Cleaning, and Textile Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 145

Banking
Banking and Insurance Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 147

Behavior Development
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
ED 158 030

Behavioral Objectives
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
ED 158 043

Bilingual Education
Bilingual Human Services Educational Consortium. Final Report.
ED 158 038

Bilingual Students
Bilingual Human Services Educational Consortium. Final Report.
ED 158 038

Biological Sciences
Physical and Life Scientists. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 125

Birth
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XI. Obstetric/Gynecologic Emergencies.
ED 158 069

Board of Education Policy
Local Advisory Committee Handbook: Vocational Education.
ED 158 075

Broadcast Television
Performing Arts and Entertainment-Related Occupations. Reprinted from the
ED 158 137

Building Trades
Construction Occupations–Finishing. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 119
Construction Occupations–Structural. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 118

Bus Transportation
Driving Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 122

Business
Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 112

Business Education
Curriculum Development in Education for Business. National Business Education Yearbook, No. 15.
ED 157 997

California
Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.
ED 158 021

Canning Industry
Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.
ED 158 021

Cardiovascular System
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VI. Cardiovascular System.
ED 158 064

Career Education
Curriculum Development in Education for Business. National Business Education Yearbook, No. 15.
ED 157 997
Renewal in Education with Emphasis on Careers.
ED 158 011
A System for Evaluating Career Education in Minnesota: 1972-73. A Final Report of Exemplary Programs in Career Education.
ED 158 148

Career Exploration
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015

Central Nervous System
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VII. Central Nervous System.
ED 158 065

Chemical Industry
Petroleum Refining, Industrial Chemical, Drug, and Paper and Allied Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 142

Child Care
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
ED 158 049
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048

Child Development
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
ED 158 049
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048
Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 023
Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 044

Child Rearing
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
ED 158 049
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048
The Transition from School to Adulthood.
ED 158 018

Childhood
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048

Children
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
ED 158 049

City Managers
Lawyers, City Managers, and Social Science Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 134

Class Activities
85+ Ways to Implement Home Economics I, Basic Core.
ED 158 029

Clergymen
Counseling and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 135

Clerical Workers
Clerical Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 110

Clinical Diagnosis
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module II. Human Systems and Patient Assessment.
ED 158 060

Clothing
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047
Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.
ED 158 031

Clothing Design
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047
Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.
ED 158 031

Clothing Instruction
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047
Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.
ED 158 031

College Programs
Criminal Justice Education Directory, 1978-80.
ED 158 022//

Communications
Communications-Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 139

Community Involvement
Local Advisory Committee Handbook: Vocational Education.
ED 158 075

Complexity Level
Individual Differences in Learning Performance: The Role of Aptitude.
ED 157 999

Compliance Safety and Health Officers
Investigating Accidents in the Workplace. A Manual for Compliance Safety and Health Officers.
ED 158 024

Comprehensive Employment and Training Act
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015

Computer Science
Office Machine and Computer Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 111

Conservation (Environment)
Environmental Scientists and Conservation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 123

Consumer Economics
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.
ED 158 050
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.
ED 158 051

Consumer Education
Consumer Education: A Position on the State of the Art.
ED 158 002
Instructional Patterns for Maximizing Human Potential. A Curriculum Design for Human Development and Interpersonal Relationships: Kindergarten through Adult Education.
ED 158 056
Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.
ED 158 036

Consumer Protection
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.
ED 158 051

Cooperative Education
Cooperative Education Arrangements.
ED 158 042
Group Instruction for Cooperative Programs.
ED 158 057

Cooperative Programs
Cooperative Education Arrangements.
ED 158 042
Group Instruction for Cooperative Programs.
ED 158 057

Core Curriculum
Group Instruction for Cooperative Programs.
ED 158 057
85+ Ways to Implement Home Economics I, Basic Core.
ED 158 029

Corrective Institutions
Correctional Training. Institution Familiarization. Part II: The Training Program.
ED 158 008
Correctional Training: Institution Familiarization. Part 1: Background Material.
ED 158 007

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Labor Force Information for Affirmative Action Programs.
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Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
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Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.
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Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.
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Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
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Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.
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Kentucky Consumer & Homemaking Education. Food and Nutrition. Curriculum Guide, Comprehensive Courses.
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Bilingual Human Services Educational Consortium. Final Report.
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The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
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Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 2.]
ED 158 078
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 3.]
ED 153 079
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 4.]
ED 158 080
Multiple Learning Strategies Project. Graphics. Visually Impaired.
ED 158 082

Group Instruction
Group Instruction for Cooperative Programs.
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Growth Patterns
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
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Guidelines
Guidelines on Pregnancy and Work. Research Report.
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Gynecology
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XI. Obstetric/Gynecologic Emergencies.
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Handicapped Students
Multiple Learning Strategies Project. Final Report.
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Hawaii
Labor Force Information for Affirmative Action Programs.
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Health Conditions
Job Safety and Health at Federal Agencies.
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Health Occupations. Dental Auxiliaries, Nursing, Therapy and Rehabilitation, Health Services Administration. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.
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Relevance of Health Care Administration Curricula.
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Health Occupations Education
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 1.]
ED 158 091
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 2.]
ED 158 092
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 3.]
ED 158 093
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 4.]
ED 158 094
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 1.]
ED 158 095
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]
ED 158 096

Health Personnel
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The Labor Market Consequences of Dropping Out of High School.
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Home Economics Education
Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.
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85+ Ways to Implement Home Economics I, Basic Core.
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Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
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Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.
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Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.
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National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module II. Human Systems and Patient Assessment.
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Instructional Patterns for Maximizing Human Potential. A Curriculum Design for Human Development and Interpersonal Relationships: Kindergarten through Adult Education.
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Indiana Labor Supply and Demand, 1977.
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Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
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Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.
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Individual Differences in Learning Performance: The Role of Aptitude.
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Information Sources
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Instructional Patterns for Maximizing Human Potential. A Curriculum Design for Human Development and Interpersonal Relationships: Kindergarten through Adult Education.

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Correctional Training: Institution Familiarization. Part 1: Background Material.
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Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Semester Course.
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International Labour Organization
International Labour Standards. A Workers' Education Manual.
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International Law
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Interpersonal Relationship
Instructional Patterns for Maximizing Human Potential. A Curriculum Design for Human Development and Interpersonal Relationships: Kindergarten through Adult Education.
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Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
ED 158 030

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Job Analysis
Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
ED 158 006
Task Level Job Performance Criteria Development. Final Report.
ED 157 996

Job Layoff
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Job Training
Individual Differences in Learning Performance: The Role of Aptitude.
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Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
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National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module Course Guide.
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National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module I. The Emergency Medical Technician, His Role, Responsibility, and Training.
ED 158 059
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module II. Human Systems and Patient Assessment.
ED 158 060
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module III. Shock and Fluid Therapy.
ED 158 061
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IV. General Pharmacology.
ED 158 062
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IX. Musculoskeletal.
ED 158 067
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module V. Respiratory System.
ED 158 063
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VI. Cardiovascular System.
ED 158 064
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VII. Central Nervous System.
ED 158 065
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VIII. Soft Tissue Injuries.
ED 158 066
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module X. Medical Emergencies.
ED 158 068
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XI. Obstetric/Gynecologic Emergencies.
ED 158 069
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XII. Pediatrics and Neonatal.
ED 158 070
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIII. Management of the Emotionally Disturbed.
ED 158 071
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIV. Rescue Techniques.
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National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XV. Telemetry and Communications.
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Nurse Aide Education in Illinois.
ED 158 041

Justice
The Determinants of Service in the Armed Forces during the Vietnam Era.
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International Labour Standards. A Workers' Education Manual.
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The Labor Market Consequences of Dropping Out of High School.
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Tomorrow's Jobs. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Labor Problems
International Labour Standards. A Workers' Education Manual.
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International Labour Standards. A Workers' Education Manual.
ED 157 991//

Labor Supply
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Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.
ED 158 004

Laborers
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Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 1.]
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Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 2.]
ED 158 086
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 3.]
ED 158 087
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 1.]
ED 158 088
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 2.]
ED 158 089
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 1.]
ED 158 083
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 2.]
ED 158 084

Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 1.]
ED 158 097
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 2.]
ED 158 098
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
ED 158 100
Multiple Learning Strategies Project. Graphics. EMI.
ED 158 081
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 1.]
ED 158 077
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 2.]
ED 158 078
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 3.]
ED 158 079
Multiple Learning Strategies Project. Graphics. Visually Impaired.
ED 158 082
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 1.]
ED 158 091
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 2.]
ED 158 092
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 3.]
ED 158 093
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 4.]
ED 158 094
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 1.]
ED 158 095
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]
ED 158 096
Multiple Learning Strategies Project. Small Engine Repair Service. [Regular Vocational. Vol. 2.]
ED 158 102
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 1.]
ED 158 103
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 2.]
ED 158 104
Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. [Vol. 1.]
ED 158 101
Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.
ED 158 105

Learning Characteristics
Multiple Learning Strategies Project. Final Report.
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Learning Modules
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 3.]
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Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 2.]
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Multiple Learning Strategies Project. Final Report.
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Education and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Individual Differences in Learning Performance: The Role of Aptitude.
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Machine Repairers and Operators. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Maintenance
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 1.]
ED 158 085
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 2.]
ED 158 086
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 3.]
ED 158 087
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 1.]
ED 158 088
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 2.]
ED 158 089
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 1.]
ED 158 083
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 2.]
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Multiple Learning Strategies Project. Building Maintenance & Engineering. Visually Impaired.
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Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
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The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
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Manpower Needs
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ED 158 074
Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.
ED 158 004

Manpower Utilization
Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.
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Manufacturing Industry
Aircraft, Missile, and Spacecraft; Office Machine and Computer; Electronics; and Motor Vehicle and Equipment Manufacturing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Factory Production Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Mathematics and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Medical Assistants
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 1.]
ED 158 091
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 2.]
ED 158 092
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 3.]
ED 158 093
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 4.]
ED 158 094
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 1.]
ED 158 095
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]
ED 158 096

Medical Emergencies
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module X. Medical Emergencies.
ED 158 068

Medical Treatment
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module III. Shock and Fluid Therapy.
ED 158 061

Medical Vocabulary
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module II. Human Systems and Patient Assessment.
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Merchandising
Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Merchant Marines
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Aluminum, Iron and Steel, and Foundry Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Metal Working Occupations
Metalworking Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Military Service
The Determinants of Service in the Armed Forces during the Vietnam Era.
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Military Training
The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
ED 158 019

Minority Groups
Labor Force Information for Affirmative Action Programs.
ED 158 000

Models
Work Experience Perspectives: CETA Program Models.
ED 158 012

Money Management
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.
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Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.
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Motor Vehicles
Driving Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Motor Vehicle and Machinery Repairers. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Musculoskeletal System
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IX. Musculoskeletal.
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National Surveys
Criminal Justice Education Directory, 1978-80.
ED 158 022//

Nurses Aides
Nurse Aide Education in Illinois.
ED 158 041

Nursing
Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.
ED 158 004

Nutrition
Kentucky Consumer & Homemaking Education. Food & Nutrition Curriculum Guide, Semester Course.
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Kentucky Consumer & Homemaking Education. Food and Nutrition. Curriculum Guide, Comprehensive Courses.
ED 158 053

Occupational Home Economics
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 1.]
ED 158 097
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 2.]
ED 158 098
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol 1.]
ED 158 099
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
ED 158 100
Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.
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Agriculture and Logging and Lumber Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Construction Occupations–Structural. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Design Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Driving Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Education and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Energy-Producing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Engineering and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Environmental Scientists and Conservation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Factory Production Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Food Merchandising Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Government Occupations. Reprinted from the Occupational Handbook, 1978-79 Edition.
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Health Occupations. Medical Technologists, Technicians, and Assistants; Dispensing Opticians; Ophthalmic Laboratory Technicians; Medical Record Personnel. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Health Practitioners. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Mathematics and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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ED 158 128
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ED 158 111
Performing Arts and Entertainment-Related Occupations. Reprinted from the
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Physical and Life Scientists. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Printing and Publishing Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Protective and Related Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 113

Small Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Social Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 136
Tomorrow's Jobs. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 106

Occupational Mobility
Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.
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Occupational Surveys
Indiana Labor Supply and Demand, 1977.
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Office Occupations
Clerical Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Officer Personnel
The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
ED 158 019

Oklahoma
Group Instruction for Cooperative Programs.
ED 158 057
Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.
ED 158 036

Older Adults
Bilingual Human Services Educational Consortium. Final Report.
ED 158 038

On the Job Training
Correctional Training. Institution Familiarization. Part II: The Training Program.
ED 158 008
Correctional Training: Institution Familiarization. Part I: Background Material.
ED 158 007

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Agricultural Occupations Handbook.
ED 158 028

Paper (Material)
Petroleum Refining, Industrial Chemical, Drug, and Paper and Allied Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Parent Child Relationship
Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 023
Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 044

Parent Responsibility
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048
Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 023
Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 044

Parents
Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 044

Pavements Maintenance Specialists
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ED 157 994

Pediatrics
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XII. Pediatrics and Neonatal.
ED 158 070

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Effects of Specific Vs. Nonspecific and Absolute Vs. Comparative Feedback on Performance and Satisfaction. Final Report for Period 1 July 1975-30 September 1976.
ED 157 995

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ED 158 009
Group Instruction for Cooperative Programs.
ED 158 057

Performance Criteria
Task Level Job Performance Criteria Development. Final Report.
ED 157 996

Personality Development
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
ED 158 030

Personnel Needs
Job Safety and Health at Federal Agencies.
ED 158 026

Personnel Selection
The Determinants of Service in the Armed Forces during the Vietnam Era.
ED 158 035

Petroleum Industry
Petroleum Refining, Industrial Chemical, Drug, and Paper and Allied Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 142

Pharmacology
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IV. General Pharmacology.
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Physicians
Health Practitioners. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 131

Plumbing
Development of USES Specific Aptitude Test Battery [S-61R78] for Plumber (const.) 862.381-030/Pipe Fitter (const.) 862.381-018.
ED 158 039

Police
Criminal Justice Education Directory, 1978-80.
ED 158 022//

Policy Formation
International Labour Standards. A Workers' Education Manual.
ED 157 991//
Nurse Aide Education in Illinois.
ED 158 041

Pregnancy
Guidelines on Pregnancy and Work. Research Report.
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Printing and Publishing Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
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Problem Solving
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
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Effects of Specific Vs. Nonspecific and Absolute Vs. Comparative Feedback on Performance and Satisfaction. Final Report for Period 1 July 1975-30 September 1976.
ED 157 995

Professional Personnel
Health Practitioners. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 131

Program Administration
Job Safety and Health at Federal Agencies.
ED 158 026
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module Course Guide.
ED 158 058

Program Descriptions
Clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, Funded under the Adult Education Act Sections 306 (A) (4) and 309 (1) and (2).
ED 158 017
Cooperative Education Arrangements.
ED 158 042
Work Experience Perspectives: CETA Program Models.
ED 158 012

Program Design
Work Experience Perspectives: CETA Program Models.
ED 158 012

Program Development
A System for Evaluating Career Education in Minnesota: 1972-73. A Final Report of Exemplary Programs in Career Education.
ED 158 148

Program Evaluation
Clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, Funded under the Adult Education Act Sections 306 (A) (4) and 309 (1) and (2).
ED 158 017

Program Improvement
Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.
ED 157 992

Program Planning
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module Course Guide.
ED 158 058
Work Experience Perspectives: CETA Program Models.
ED 158 012

Publishing Industry
Printing and Publishing Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 108

Racial Differences
The Transition from School to Adulthood.
ED 158 018

Rail Transportation
Railroad Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 121

Reading Difficulty
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 2.]
ED 158 089

Recruitment
The Determinants of Service in the Armed Forces during the Vietnam Era.
ED 158 035

Repair
Small Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 130

Rescue
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIV. Rescue Techniques.
ED 158 072

Respiratory System
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module V. Respiratory System.
ED 158 063

Responsibility
Local Advisory Committee Handbook: Vocational Education.
ED 158 075

Retarded Readers
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 1.]
ED 158 088
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 1.]
ED 158 077
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 2.]
ED 158 078
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 3.]
ED 158 079
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 1.]
ED 158 103
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 2.]
ED 158 104

Rewards
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032

Safety
Guidelines on Pregnancy and Work. Research Report.
ED 158 013
Job Safety and Health at Federal Agencies.
ED 158 026

Sales Occupations
Sales Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 117

School Industry Relationship
Cooperative Education Arrangements.
ED 158 042

Scientists
Environmental Scientists and Conservation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 123
Physical and Life Scientists. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 125

Security Personnel
Protective and Related Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 115

Service Occupations
Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 113
Small Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 130

Sewing Instruction
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047
Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.
ED 158 031

Shock
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module III. Shock and Fluid Therapy.
ED 158 061

Simulation
The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
ED 158 019

Skill Analysis
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
ED 158 043

Skin
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VIII. Soft Tissue Injuries.
ED 158 066

Social Science Research
Lawyers, City Managers, and Social Science Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 134

Social Workers
Social Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 136

Socialization
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.
ED 158 046

Socioeconomic Influences
The Determinants of Service in the Armed Forces during the Vietnam Era.
ED 158 035

Soft Skills
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
ED 158 043

Special Education
Multiple Learning Strategies Project. Graphics. EMI.
ED 158 081

Specialization
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015

Staff Improvement
Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
ED 158 006

State of the Art Reviews
Consumer Education: A Position on the State of the Art.
ED 158 002

Statewide Planning
Nurse Aide Education in Illinois.
ED 158 041

Statistical Data
Criminal Justice Education Directory, 1978-80.
ED 158 022//
Indiana Labor Supply and Demand, 1977.
ED 158 074

Student Evaluation
Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution. Final Report. Leadership Development Series: Advertising Services.
ED 158 009

Success Factors
The Labor Market Consequences of Dropping Out of High School.
ED 158 034

Summative Evaluation
A System for Evaluating Career Education in Minnesota: 1972-73. A Final Report of Exemplary Programs in Career Education.
ED 158 148

Systems Analysis
Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
ED 158 006

Task Performance
Comparative Occupational Survey of Civilian and Military Members in the Pavements Maintenance and Construction Equipment Operator Specialties. Final Report for Period 1 October 1975-30 October 1977.
ED 157 994
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032
Individual Differences in Learning Performance:

The Role of Aptitude.
ED 157 999
Task Level Job Performance Criteria Development. Final Report.
ED 157 996

Taxonomy
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032

Teacher Education
Clearinghouse ADELL's Catalog of Adult Education Projects, Fiscal Year 1978, Funded under the Adult Education Act Sections 306 (A) (4) and 309 (1) and (2).
ED 158 017

Teachers
Education and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 116

Telecommunication
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XV. Telemetry and Communications.
ED 158 073

Telephone Communications Industry
Public Utilities Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 127

Test Validity
Development of USES Specific Aptitude Test Battery [S-61R78] for Plumber (const.) 862.381-030/Pipe Fitter (const.) 862.381-018.
ED 158 039

Textile Industry
Apparel, Baking, Laundry and Dry Cleaning, and Textile Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 145

Textiles Instruction
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047
Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.
ED 158 031

Theater Arts
Performing Arts and Entertainment-Related Occupations. Reprinted from the
ED 158 137

Trade and Industrial Education
Multiple Learning Strategies Project. Small Engine Repair Service. [Regular Vocational. Vol. 2.]
ED 158 102
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 1.]
ED 158 103
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 2.]
ED 158 104
Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. [Vol. 1.]
ED 158 101
Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.
ED 158 105

Training Objectives
Correctional Training. Institution Familiarization. Part II: The Training Program.
ED 158 008
Correctional Training: Institution Familiarization. Part I: Background Material.
ED 158 007

Training Techniques
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015
Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
ED 158 006
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
ED 158 043

Transportation
Air and Water Transportation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 120

Unemployment
Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.
ED 157 992

Utilities
Energy-Producing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 141
Public Utilities Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 127

Visually Handicapped
Multiple Learning Strategies Project. Building Maintenance & Engineering. Visually Impaired.
ED 158 090
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol 1.]
ED 158 099
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
ED 158 100
Multiple Learning Strategies Project. Graphics. Visually Impaired.
ED 158 082
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]
ED 158 096
Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.
ED 158 105

Vocational Education
Bilingual Human Services Educational Consortium. Final Report.
ED 158 038
Group Instruction for Cooperative Programs.
ED 158 057
Indiana Labor Supply and Demand, 1977.
ED 158 074
Local Advisory Committee Handbook: Vocational Education.
ED 158 075
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 1.]
ED 158 085
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 2.]
ED 158 086
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 3.]
ED 158 087
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 1.]
ED 158 088
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 2.]
ED 158 089
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 1.]
ED 158 083
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 2.]
ED 158 084
Multiple Learning Strategies Project. Building Maintenance & Engineering. Visually Impaired.
ED 158 090
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 1.]
ED 158 097
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 2.]
ED 158 098
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol 1.]
ED 158 099
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
ED 158 100
Multiple Learning Strategies Project. Final Report.
ED 158 076
Multiple Learning Strategies Project. Graphics. EMI.
ED 158 081
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 1.]
ED 158 077
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 2.]
ED 158 078
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 3.]
ED 158 079
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 4.]
ED 158 080
Multiple Learning Strategies Project. Graphics. Visually Impaired.
ED 158 082
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 1.]
ED 158 091
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 2.]
ED 158 092
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 3.]
ED 158 093
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 4.]
ED 158 094
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 1.]
ED 158 095
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]
ED 158 096
Multiple Learning Strategies Project. Small Engine Repair Service. [Regular Vocational. Vol. 2.]
ED 158 102
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 1.]
ED 158 103
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Men-

tally Impaired. [Vol. 2.]
ED 158 104
Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. [Vol. 1.]
ED 158 101
Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.
ED 158 105
Renewal in Education with Emphasis on Careers.
ED 158 011
Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.
ED 157 992

Work Attitudes
Comparative Occupational Survey of Civilian and Military Members in the Pavements Maintenance and Construction Equipment Operator Specialties. Final Report for Period 1 October 1975-30 October 1977.
ED 157 994
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
ED 158 030

Work Environment
Investigating Accidents in the Workplace. A Manual for Compliance Safety and Health Officers.
ED 158 024
Job Safety and Health at Federal Agencies.
ED 158 026

Work Experience Programs
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015
Try D.E. and See (Students That Is). A Handbook for Training Station Sponsors. Educated Students Make Productive Adults.
ED 158 027
Work Experience Perspectives: CETA Program Models.
ED 158 012

Working Women
Guidelines on Pregnancy and Work. Research Report.
ED 158 013

Writing
Printing and Publishing Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 108

Youth Clubs
Try D.E. and See (Students That Is). A Handbook for Training Station Sponsors. Educated Students Make Productive Adults.
ED 158 027

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the author's last name.

As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

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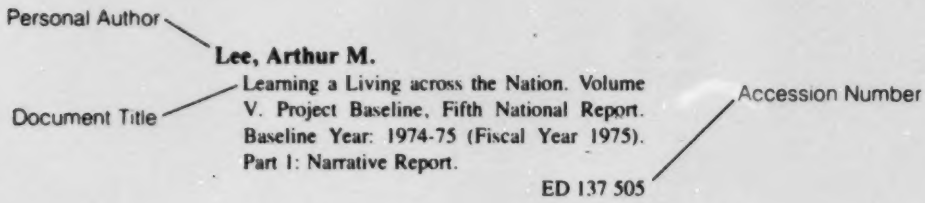

Personal Author
Lee, Arthur M.
Document Title
Learning a Living across the Nation. Volume V. Project Baseline, Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.
Accession Number
ED 137 505

Aller, Curtis C.
Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.
ED 158 021

Bertram, Charles L.
Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.
ED 158 004

Bishop, Helen
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
ED 158 049

Blair, Judi, Ed.
Criminal Justice Education Directory, 1978-80.
ED 158 022//

Blankenship, Karen
Kentucky Consumer & Homemaking Education. Food & Nutrition Curriculum Guide, Semester Course.
ED 158 052

Bohannon, Nancy
Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 044

Booher, Harold R.
Job Performance Aids: Research and Technology State-of-the-Art. Final Report.
ED 158 006

Campbell, Clifton P.
Renewal in Education with Emphasis on Careers.
ED 158 011

Charney, Alan
Try D.E. and See (Students That Is). A Handbook for Training Station Sponsors. Educated Students Make Productive Adults.
ED 158 027

Constantini, Debra
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 2.]
ED 158 086

Cowan, Douglas K.
Comparative Occupational Survey of Civilian and Military Members in the Pavements Maintenance and Construction Equipment Operator Specialties. Final Report for Period 1 October 1975-30 October 1977.
ED 157 994

Crass, Sally
Kentucky Consumer & Homemaking Education. Food and Nutrition. Curriculum Guide, Comprehensive Courses.
ED 158 053

Crews, James W., Ed.
Curriculum Development in Education for Business. National Business Education Yearbook, No. 15.
ED 157 997

Danford, Jan
Multiple Learning Strategies Project. Final Report.
ED 158 076

Dickerson, Z. S., Jr., Ed.
Curriculum Development in Education for Business. National Business Education Yearbook, No. 15.
ED 157 997

Elder, B. Leon
The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
ED 158 019

Foster, Don
Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.
ED 158 105

Fox, Wayne L.
Individual Differences in Learning Performance: The Role of Aptitude.
ED 157 999

Fry, John P.
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
ED 158 043

Gilmore, Linda
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
ED 158 100

Hadley, Sharon
Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 023

Hahn, Clifford P.
Task Level Job Performance Criteria Development. Final Report.
ED 157 996

Harris, Dianne
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047

Hawkins, Lena
Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Semester Course.
ED 158 055

Henderson, Billie
Agricultural Occupations Handbook.
ED 158 028

King, Randall Howard
The Labor Market Consequences of Dropping Out of High School.
ED 158 034

Lark, Floyd J.
Agricultural Occupations Handbook.
ED 158 028

Mackinnon, Barbara
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol 1.]
ED 158 099

Mindel, Mildred W.
Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Comprehensive Courses.
ED 158 054

Montagno, Ray V.
Effects of Specific Vs. Nonspecific and Absolute Vs. Comparative Feedback on Performance and Satisfaction. Final Report for Period 1 July 1975-30 September 1976.
ED 157 995

Morlock, James H.
Work Experience Perspectives: CETA Program Models.
ED 158 012

Mott, Frank L.
The Transition from School to Adulthood.
ED 158 018

Meyerman, Sue
Relevance of Health Care Administration Curricula.
ED 157 993

Nelson, Frank W.
Group Instruction for Cooperative Programs.
ED 158 057

Neffze, Elaine
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 1.]
ED 158 097
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 2.]
ED 158 098

Olmstead, Joseph A.
The Use of Management Games for Developing Army Officers in Administrative and Staff Jobs. [Final Report.]
ED 158 019

Pettit, Glen
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 1.]
ED 158 077
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 2.]
ED 158 078
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 3.]
ED 158 079
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 4.]
ED 158 080
Multiple Learning Strategies Project. Graphics. Visually Impaired.
ED 158 082

Pines, Marion W.
Work Experience Perspectives: CETA Program Models.
ED 158 012

Pitts, Jim
Multiple Learning Strategies Project. Small Engine Repair Service. [Regular Vocational. Vol. 2.]
ED 158 102
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 1.]
ED 158 103
Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. [Vol. 1.]
ED 158 101

Powers, Betty C.
Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.
ED 158 031

Pritchard, Robert D.
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032
Effects of Specific Vs. Nonspecific and Absolute Vs. Comparative Feedback on Performance and Satisfaction. Final Report for Period 1 July 1975-30 September 1976.
ED 157 995

Pyles, Grace
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048

Rankin, Lila
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048

Reid, Charles L., III
Vocational Education's Role in Impacting on Adult Unemployment and Job Mobility.
ED 157 992

Richardson, Lee
Consumer Education: A Position on the State of the Art.
ED 158 002

Sawatzky, Joyce
85+ Ways to Implement Home Economics I, Basic Core.
ED 158 029

Shaw, James B.
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032

Shaw, Lois B.
The Transition from School to Adulthood.
ED 158 018

Shea, Mary Lou
Cooperative Education Arrangements.
ED 158 042
Nurse Aide Education in Illinois.
ED 158 041

Shields, Patricia M.
The Determinants of Service in the Armed Forces during the Vietnam Era.
ED 158 035

Smith, Brandon B.
A System for Evaluating Career Education in Minnesota: 1972-73. A Final Report of Exemplary Programs in Career Education.
ED 158 148

Smith, Dwight
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 1.]
ED 158 085
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 1.]
ED 158 088
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 1.]
ED 158 083
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 2.]
ED 158 084
Multiple Learning Strategies Project. Building Maintenance & Engineering. Visually Impaired.
ED 158 090

Spana, Jerry
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015

Steinberg, A.
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 2.]
ED 158 089

Steinberg, Alan
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 3.]
ED 158 087
Multiple Learning Strategies Project. Graphics. EMI.
ED 158 081

Stilkind, Jerry
Job Safety and Health at Federal Agencies.
ED 158 026

Varney, Beverly
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 1.]
ED 158 091
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 2.]
ED 158 092
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 3.]
ED 158 093
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 4.]
ED 158 094
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 1.]
ED 158 095
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]
ED 158 096

Waldrop, Suzanne H.
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.
ED 158 050
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.
ED 158 051

White, Debi
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 2.]
ED 158 104

Whitmore, Paul G.
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
ED 158 043

Wiley, Llewellyn N.
Task Level Job Performance Criteria Development. Final Report.
ED 157 996

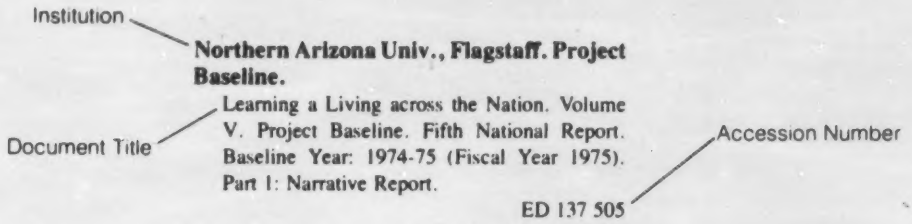
Wilson, Judith
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
ED 158 030
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.
ED 158 046

Wilson, Wanda
85+ Ways to Implement Home Economics I, Basic Core.
ED 158 029

Institution Index

This index lists the title of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.


Institution
Northern Arizona Univ., Flagstaff. Project Baseline.
Document Title
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.
Accession Number
ED 137 505

Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.
Comparative Occupational Survey of Civilian and Military Members in the Pavements Maintenance and Construction Equipment Operator Specialties. Final Report for Period 1 October 1975-30 October 1977.
ED 157 994
Task Level Job Performance Criteria Development. Final Report.
ED 157 996

American Coll. of Obstetricians and Gynecologists, Chicago, Ill.
Guidelines on Pregnancy and Work. Research Report.
ED 158 013

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
Task Level Job Performance Criteria Development. Final Report.
ED 157 996

Appalachia Educational Lab., Charleston, W. Va.
Projected Allied Health and Nursing Training Needs for a Seven-County Area in West Virginia.
ED 158 004

Beattie (A.W.) Area Vocational Technical School, Pittsburgh, Pa.
Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution. Final Report. Leadership Development Series: Advertising Services.
ED 158 009

Bureau of Labor Statistics (DOL), Washington, D.C.
Agriculture and Logging and Lumber Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 140
Air and Water Transportation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 120
Aircraft, Missile, and Spacecraft; Office Machine and Computer; Electronics; and Motor Vehicle and Equipment Manufacturing Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 144
Aluminum, Iron and Steel, and Foundry Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 143
Apparel, Baking, Laundry and Dry Cleaning, and Textile Mill Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 145
Banking and Insurance Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 147
Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 112
Clerical Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 110
Communications-Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 139
Construction Occupations–Finishing. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 119
Construction Occupations–Structural. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 118
Counseling and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 135
Design Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 138
Driving Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 122
Education and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 116
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ED 158 141
Engineering and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 124
Environmental Scientists and Conservation Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 123
Factory Production Occupations. Reprinted from

the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 109
Food Merchandising Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 114
Government Occupations. Reprinted from the Occupational Handbook, 1978-79 Edition.
ED 158 146
Health Occupations. Dental Auxiliaries, Nursing, Therapy and Rehabilitation, Health Services Administration. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 132
Health Occupations. Medical Technologists, Technicians, and Assistants; Dispensing Opticians; Ophthalmic Laboratory Technicians; Medical Record Personnel. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 133
Health Practitioners. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 131
Lawyers, City Managers, and Social Science Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 134
Machine Repairers and Operators. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 129
Mathematics and Related Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 126
Metalworking Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 107
Motor Vehicle and Machinery Repairers. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 128
Office Machine and Computer Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 111
Performing Arts and Entertainment-Related Occupations. Reprinted from the
ED 158 137
Petroleum Refining, Industrial Chemical, Drug, and Paper and Allied Products Industries. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 142
Physical and Life Scientists. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 125
Printing and Publishing Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 108
Protective and Related Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 115
Public Utilities Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 127
Railroad Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 121
Sales Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 117
Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 113
Small Business Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 130
Social Service Occupations. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 136
Tomorrow's Jobs. Reprinted from the Occupational Outlook Handbook, 1978-79 Edition.
ED 158 106

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Correctional Training. Institution Familiarization. Part II: The Training Program.
ED 158 008
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ED 158 007

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ED 158 021

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ED 158 017

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ED 158 027

Dane County Affirmative Action Office, Madison, Wis.
Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper [and Synopsis].
ED 158 015

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Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
ED 158 030
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ED 158 046

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ED 158 039
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ED 158 012

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Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 023
Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 044

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ED 158 000

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ED 157 999
Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74.
ED 158 043
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Cooperative Education Arrangements.
ED 158 042
Nurse Aide Education in Illinois.
ED 158 041

Indiana Advisory Council on Vocational Education, Indianapolis.
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ED 158 074
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ED 158 075

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ED 158 085
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ED 158 086
Multiple Learning Strategies Project. Building Maintenance & Engineering. Educable Mentally Impaired. [Vol. 3.]
ED 158 087
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 1.]
ED 158 088
Multiple Learning Strategies Project. Building Maintenance & Engineering. Low Reader. [Vol. 2.]
ED 158 089
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 1.]
ED 158 083
Multiple Learning Strategies Project. Building Maintenance & Engineering. Regular Vocational. [Vol. 2.]
ED 158 084
Multiple Learning Strategies Project. Building Maintenance & Engineering. Visually Impaired.
ED 158 090
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 1.]
ED 158 097
Multiple Learning Strategies Project. Dietetic Assistant. [Regular Vocational. Vol. 2.]
ED 158 098
Multiple Learning Strategies Project. Dietetic As-

sistant. Visually Impaired. [Vol 1.]
ED 158 099
Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
ED 158 100
Multiple Learning Strategies Project. Final Report.
ED 158 076
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ED 158 081
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 1.]
ED 158 077
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 2.]
ED 158 078
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 3.]
ED 158 079
Multiple Learning Strategies Project. Graphics. Regular Vocational-Low Reader. [Vol. 4.]
ED 158 080
Multiple Learning Strategies Project. Graphics. Visually Impaired.
ED 158 082
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 1.]
ED 158 091
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 2.]
ED 158 092
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 3.]
ED 158 093
Multiple Learning Strategies Project. Medical Assistant. [Regular Vocational. Vol. 4.]
ED 158 094
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 1.]
ED 158 095
Multiple Learning Strategies Project. Medical Assistant. Visually Impaired. [Vol. 2.]
ED 158 096
Multiple Learning Strategies Project. Small Engine Repair Service. [Regular Vocational. Vol. 2.]
ED 158 102
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 1.]
ED 158 103
Multiple Learning Strategies Project. Small Engine Repair Service. Low Reader-Educable Mentally Impaired. [Vol. 2.]
ED 158 104
Multiple Learning Strategies Project. Small Engine Repair Service. Regular Vocational. [Vol. 1.]
ED 158 101
Multiple Learning Strategies Project. Small Engine Repair. Visually Impaired.
ED 158 105

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Criminal Justice Education Directory, 1978-80.
ED 158 022//

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International Labour Standards. A Workers' Education Manual.
ED 157 991//

Joint Committee for Cannery Training Program, Inc., San Francisco, Calif.
Layoff Time Training: A Key to Upgrading Workforce Utilization and EEOC Affirmative Action. A Case Study in the Northern California Canning Industry. R & D Monograph 61.
ED 158 021

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Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
ED 158 049
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047
Kentucky Consumer & Homemaking Education. Clothing Management. Curriculum Guide, Semester Course.
ED 158 031
Kentucky Consumer & Homemaking Education. Food & Nutrition Curriculum Guide, Semester Course.
ED 158 052
Kentucky Consumer & Homemaking Education. Food and Nutrition. Curriculum Guide, Comprehensive Courses.
ED 158 053
Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Comprehensive Courses.
ED 158 054
Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Semester Course.
ED 158 055
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.
ED 158 050
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.
ED 158 051
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Comprehensive Courses.
ED 158 030
Kentucky Consumer & Homemaking Education. Personal and Family Development. Curriculum Guide, Semester Course.
ED 158 046
Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 023
Senior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
ED 158 044

Kentucky Univ., Lexington. Instructional Materials Lab.
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Comprehensive Courses.
ED 158 049
Kentucky Consumer & Homemaking Education. Child Development. Curriculum Guide, Semester Course.
ED 158 048
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ED 158 031

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ED 158 056

Louisville Univ., Ky. Dept. of Home Economics.
Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Comprehensive Courses.
ED 158 054
Kentucky Consumer & Homemaking Education. Housing. Curriculum Guide, Semester Course.
ED 158 055

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ED 158 038

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ED 158 148

Morehead State Univ., Ky. Dept. of Home Economics.
Kentucky Consumer & Homemaking Education. Clothing and Textiles. Curriculum Guide, Comprehensive Courses.
ED 158 047

Murray State Univ., Ky. Dept. of Home Economics.
Kentucky Consumer & Homemaking Education. Food & Nutrition Curriculum Guide, Semester Course.
ED 158 052
Kentucky Consumer & Homemaking Education. Food and Nutrition. Curriculum Guide, Comprehensive Courses.
ED 158 053

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Curriculum Development in Education for Business. National Business Education Yearbook, No. 15.
ED 157 997

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ED 158 058
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module I. The Emergency Medical Technician, His Role, Responsibility, and Training.
ED 158 059
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module II. Human Systems and Patient Assessment.
ED 158 060
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module III. Shock and Fluid Therapy.
ED 158 061
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IV. General Pharmacology.
ED 158 062
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module IX. Musculoskeletal.
ED 158 067
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module V. Respiratory System.
ED 158 063
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VI. Cardiovascular System.

ED 158 064
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VII. Central Nervous System.
ED 158 065
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module VIII. Soft Tissue Injuries.
ED 158 066
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module X. Medical Emergencies.
ED 158 068
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XI. Obstetric/Gynecologic Emergencies.
ED 158 069
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XII. Pediatrics and Neonatal.
ED 158 070
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIII. Management of the Emotionally Disturbed.
ED 158 071
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XIV. Rescue Techniques.
ED 158 072
National Training Course. Emergency Medical Technician. Paramedic. Instructor's Lesson Plans. Module XV. Telemetry and Communications.
ED 158 073

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ED 158 006

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Investigating Accidents in the Workplace. A Manual for Compliance Safety and Health Officers.
ED 158 024
Job Safety and Health at Federal Agencies.
ED 158 026

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The Determinants of Service in the Armed Forces during the Vietnam Era.
ED 158 035
The Labor Market Consequences of Dropping Out of High School.
ED 158 034
The Transition from School to Adulthood.
ED 158 018

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Group Instruction for Cooperative Programs.
ED 158 057
Scope and Sequence for Vocational Home Economics Education in Oklahoma. Consumer and Homemaking Programs, Occupational Programs, Special Occupational Programs.
ED 158 036

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Group Instruction for Cooperative Programs.
ED 158 057
85+ Ways to Implement Home Economics I, Basic Core.
ED 158 029

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.
Agricultural Occupations Handbook.
ED 158 028

Pennsylvania Univ., Philadelphia. Leonard Davis Inst. of Health Economics.
Relevance of Health Care Administration Curricula.
ED 157 993

Pittsburgh Univ., Pa. Div. of Teacher Development.
Developing Competency-Based Activities and Evaluation Instruments for the Advertising Service Area of Distribution. Final Report. Leadership Development Series: Advertising Services.
ED 158 009

Purdue Research Foundation, Lafayette, Ind.
Comparison of Published Measures of Job Satisfaction on a Taxonomy of Job Rewards. Final Report for Period 1 July 1975-30 September 1976.
ED 158 032
Effects of Specific Vs. Nonspecific and Absolute Vs. Comparative Feedback on Performance and Satisfaction. Final Report for Period 1 July 1975-30 September 1976.
ED 157 995

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Try D.E. and See (Students That Is). A Handbook for Training Station Sponsors. Educated Students Make Productive Adults.
ED 158 027

Utah State Dept. of Employment Security, Salt Lake City. Western Test Development Field Center.
Development of USES Specific Aptitude Test Battery [S-61R78] for Plumber (const.) 862.381-030/Pipe Fitter (const.) 862.381-018.
ED 158 039

Western Kentucky Univ., Bowling Green. Dept. of Home Economics and Family Living.
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Comprehensive Courses.
ED 158 050
Kentucky Consumer & Homemaking Education. Management-Consumer Education. Curriculum Guide, Semester Course.
ED 158 051

SAMPLE PROJECT RESUME

Accession Number — **VTP-3113**

Title — **Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.**

Project Director — **Project Director:** Tetzlaff, Mary K.

Organization — **Organization:** Triton Coll., River Grove, Ill.

Organization Address — **Address:** 200 5th Avenue, River Grove, Illinois 60171

Funding Period — **Funding Period:** Start Date 1 Jul 77; End Date 30 Jun 78

Fiscal Year Funding — **Fiscal Year Funding:** $35,317

Sponsoring Agency — **Sponsoring Agency:** Illinois State Office of Education, Springfield

Contract or State Control Number — **Contract and/or Control No.:** RD2-C8-515

Abstract — The overall objective of the project is to establish and utilize a communications network of community colleges for the purpose of sharing and disseminating information to improve the educational experience of disadvantaged and handicapped students. This is a diffusion process which may include demonstration, inservice, and program development. Additionally, Triton College will continue to provide a service program for disadvantaged and handicapped students that will assist with dissemination efforts and will include the components of tutoring, counseling, vocational assessment, and assistance for instructors. To accomplish the above, Triton College will gain support through the Council of Presidents to organize a fall conference on the topic of disadvantaged and handicapped students at Illinois community colleges. Representatives from each community college district will be requested to attend this conference followed by additional conferences or workshops throughout the year. A steering committee will be developed to plan these activities and the project staff will provide for the facilities, information, and general organization. Triton College will also participate in other dissemination activities as developed by DAVTE, other project sites, and through direct consulting assistance to community colleges. Materials available through the project will be an S.O.S. manual for faculty, evaluation process materials, and tips for tutoring. (Sec. 132)

Funding Source

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

The resumes in this section announce ongoing research, exemplary, and curriculum development projects funded under Sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94–482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for individuals or organizations conducting the project. Addresses of Research Coordinating Units (sponsoring agencies) for each state are listed in the organizational resources section.

VTP-3727

Arizona Distributive Education Curriculum Project–Phase III.
Project Director: Langen, H. J.
Organization: Univ. of Arizona, Tucson
Address: Tucson, AZ 85721
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $8,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

A document, "Arizona Distributive Education Curriculum Synthesis," will be produced to improve the efficiency of using existing Arizona curriculum guides by cross referencing and synthesizing them. The document will be compiled by (1) selecting and identifying the initial curriculum to be used; (2) designing and using a mail survey to collect information on Arizona secondary distributive education teacher curriculum usage; (3) developing a preliminary curriculum synthesis working model; (4) conducting a workshop for teacher evaluation of the working model; (5) conducting in-depth interviews; and (6) reviewing, restructuring, expanding, and printing the document. Project staff will conduct a workshop to disseminate the curriculum synthesis. Project activities and the achievement of project goals and objectives will be evaluated. (Sec. 133)

VTP-3728

Arizona Skills Curriculum Project–Auto Body.
Project Director: Andrews, Linda
Organization: Pima County Community Coll. District, Ariz.
Address: 2202 West Anklam Road, Tucson, AZ 85701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $2,500
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

Staff from the Tucson Skill Center and Maricopa County Skill Center, working together in this project, will develop ten auto body repair and paint individualized learning packets, contract for printing and graphic services and deliver copies to the Arizona Department of Education. Curriculum staff will edit for sex bias and stereotyping. Project evaluation will be conducted by an outside committee. The use of the individualized learning packets have proved to be an effective instructional method in teaching entry-level skills to students who have special needs. Two hundred copies of each packet will be produced for use at Maricopa County Skill Center and Tucson Skill Center; sixty-five copies will be reproduced and delivered to Arizona Department of Education, the Research Coordinating Unit, and the director of technical and industrial education. (Sec. 133)

VTP-3729

Competency-Based Educational Revision.
Project Director: Jackson, Ginger
Organization: Cochise Coll., Douglas, Ariz.
Address: Douglas, AZ 85607
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $12,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

A competency-based pediatric educational experience for sophomore nursing students will be implemented and evaluated to provide a model for medical-surgical curriculum revision and, ultimately, a restyling of the nursing program. Faculty will solicit and discuss the plans for modification of the curriculum with cooperating agencies and potential employers of persons completing the program and plan curriculum and evaluation tools with assistance of qualified consultants; the planned objectives will be implemented by persons with appropriate theoretical expertise. In addition to the competency-based pediatric modules, a curriculum philosophy modification toward total use of competency-based education in a rural nursing program will be produced. (Sec. 133)

VTP-3730

Cooperative Fashion Merchandising Program for High School and Community College.
Project Director: Trotter, FrancineHolt, Fran
Organization: Pima Community Coll., Tucson, Ariz.
Address: Tucson, AZ 85709
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

To develop an instructional plan for achieving articulation between secondary and postsecondary vocational education for either a specific or multi-occupational area, project staff will design a cooperative fashion merchandising plan which determines the knowledge, skills, and attitudes necessary on each level for successful articulation between high school senior distributive education students and two-year community college students. This plan will be jointly developed and administered by project directors with the assistance of an advisory committee, University of Arizona curriculum specialists, and fashion merchandising instructors and is expected to meet the needs of twenty students who have shown interest in the fashion merchandising occupational area. (Sec. 133)

VTP-3731

Improvements of Cooperative Education at the Community College Level.
Project Director: Dorr, Eugene L.
Organization: State Board of Directors for Community Coll. of Ariz., Phoenix
Address: 1535 West Jefferson, Suite 123, Phoenix, AZ 85007
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

A research project will be conducted to improve and clarify cooperative education curricula offered by community colleges in Arizona. Project activities will include inventorying the kinds of cooperative education and determining the various levels at which the courses are taught, methods of delivery, and semester hours of credit assigned to the courses; developing a glossary of common terminology; classifying courses as either skills application or skills development; recommending more efficient methods of delivery; developing

a standard procedure for assigning semester hours of credit; and recommending methods to improve phasing on-the-job experiences with related vocational education classes. (Sec. 131)

VTP-3732

Instructional Program for Entrepreneurship.
Project Director: Rowe, KenHutt, Roger
Organization: Arizona State Univ., Tempe
Address: Tempe, AZ 85281
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $11,500
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

A comprehensive instructional guide for entrepreneurship will be developed to include detailed guidelines for implementing the program in secondary schools, an overview of the instructional approach, detailed specifications regarding human and fiscal resources necessary, an outline of topics and subject matter to be covered, and a complete set of all curriculum materials. An advisory committee will be formed to ensure that the entrepreneurship course is applicable to all vocational educational program areas. Curriculum and related materials will be prepared by the codirector with the assistance of consultants and with input from the advisory committee. Certain materials will be pilot tested in selected high school classrooms. (Sec. 132)

VTP-3733

Instructional Strategies for Serving Special Populations.
Project Director: Rader, M.Metha, A.
Organization: Arizona State Univ., Tempe
Address: Tempe, AZ 85281
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

Designed to meet the need to increase the participation of, and improve services to, special populations in vocational education programs in Arizona, this project will provide vocational education classroom teachers with the information and skills needed to modify instructional plans and materials for serving special populations, and prepare a comprehensive curriculum guide to assist vocational education teachers in modifying their instructional plans and procedures for serving special populations. A three-day workshop on strategies for serving special populations in the various vocational education disciplines will be conducted for thirty teachers from the various disciplines to develop a comprehensive curriculum guide, "Instructional Strategies for Dealing with Special Populations in Vocational Education." The guide will be disseminated to participating teachers and other key vocational education personnel. (Sec. 131)

VTP-3734

Interdisciplinary Career Exploration Project.
Project Director: Barkley, Margaret
Organization: Arizona State Univ., Tempe
Address: Tempe, AZ 85281
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $12,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

An interdisciplinary career exploration curriculum built around the hospitality cluster which has the possibility of being field tested and implemented in a class offered to seventh, eighth, ninth, and tenth grade students will be developed. Project staff will (1) conduct interviews in ten school districts to assess the feasibility of field testing the model for interdisciplinary career exploration; (2) review 100 resource materials related to the hospitality industry from ERIC, AIM/ARM, and Resources in Vocational Education; (3) obtain at least fifty resources for workshop teachers interested in the hospitality industry; (4) hold a two- to three-week workshop for at least ten teachers from various occupational areas during which time at least ten modules will be developed for use in an interdisciplinary career exploration class; and (5) produce two curriculum models with accompanying materials for field testing and dissemination. The developed delivery system will address the development of career decision making skills, overcoming occupational sex stereotyping, and incorporation of on-the-job exposure experiences to supplement classroom learning. (Sec. 132)

VTP-3735

Multidisciplinary Continuing Education for the Rural Health Care Centers of Southeastern Arizona.
Project Director: Cumiskey, Carol
Organization: Pima County Community Coll. District, Ariz.
Address: 2202 West Anklam Road, Tucson, AZ 85709
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

In order to increase the flexibility and accessibility of vocational education so that more individuals can be served, project staff will (1) establish regional centers to serve as loci for a pilot project to deliver multidisciplinary continuing education to rural health care providers; (2) develop curriculum needed within the disciplines of nursing, radiologic technology, and respiratory therapy in the areas of infection control and patient education designed to address multiple levels of health care providers; and (3) obtain curricula approval by the Educational Services Committee of the Pima County Community College District. The project staff will work with the regional health care administrators to define needs and develop the curricula. Each discipline facilitator will prepare curricula for infection control and patient education in their area of expertise. The project director will control consistency of curriculum design. Curricula will be mailed to regional representatives for their review, revision, and ultimate acceptance. The State Department of Education will receive curricula that have been designed for defined rural health care areas that meet the content requirements of the North Central Association of Colleges and Secondary Schools. (Sec. 131)

VTP-3736

New and Emerging Occupations.
Project Director: Langen, H. J.
Organization: Univ. of Arizona, Tucson
Address: Tucson, AZ 85721
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

In conducting a study to identify new and emerging occupations and ascertain the effects upon future Arizona vocational program needs, project staff will (1) involve, with the assistance of an advisory committee, approximately 100 Arizona leaders in agriculture, business, and industry in the identification of new and emerging occupations for which there are as yet no public training programs; (2) prepare an annotated bibliography of literature pertinent to this study; (3) assess, on a geographic basis, the implications of these new and emerging occupations for secondary and postsecondary vocational and technical programs; and (4) establish a communications network to disseminate the data collection. Administrative arrangements facilitating this study will be made within the University of Arizona and communication and consultation will be maintained with the Research Coordinating Unit at the Arizona Department of Education. One thousand copies of an abstract of the final report will be distributed to the established communications network. (Sec. 131)

VTP-3737

Nursing Program Articulation.
Project Director: Custer, Betty
Organization: Maricopa Technical Community Coll., Phoenix, Ariz.
Address: 106 East Washington Street, Phoenix, AZ 85004
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

An instructional plan for achieving articulation between secondary and postsecondary vocational education in the area of nursing will be developed. Resource materials and related information will be provided in quantity to facilitate a clear understanding of the entry-level competencies with emphasis on mathematics, anatomy and physiology, and basic pathophysiology. Joint inservice learning programs will be implemented for institutional personnel emphasizing the use of the materials and the specific understanding of the nursing programs at both high school and post-high school levels. Graduates of the nursing curriculum at Phoenix Union High School District will be supported through information and counseling as they seek to gain admission to or advanced placement in the nursing program at Maricopa Technical Community College and in maintaining the standards required for certification. Nursing staff will organize materials provided by the project into entry knowledge packets which will include tracking the choices involved in aspirants' upward mobility in nursing, competencies expected, standards to be maintained, and resources and aids available for achieving such goals. Nursing staff and counselors will study and practice using and applying the materials to ensure access by nursing program students throughout the schools and the college. An evaluation will be conducted which will include the responses of students, counselors, nursing faculty, and administrators at both institutions. (Sec. 131)

VTP-3738

Program Improvement.
Project Director: Raudebaugh, Robert A.

Organization: Tempe Union High School District 213, Arizona
Address: 500 West Guadalupe Road, Tempe, AZ 85283
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

After project staff plan and develop a guidance and counseling service for students in grades 9-12 that includes an organized placement and follow-up function, the counselors at each school in the district will develop an individual implementation plan for that school. The program will be based on a common set of learner outcomes and student services in career, personal and social awareness, exploration, and preparation which follows a logical pupil growth pattern. These will be managed through individualized education plans (IEPs) and will be culminated in a placement service. Both student and employer or institution follow-ups will be conducted to provide data for program improvement. The products resulting from this project will be a career development program with activities packets for specified outcomes, an IEP format and student guide, a placement guide, a follow-up survey and guide, and an implementation guide which allows maximum flexibility for implementation in a variety of school situations. (Sec. 131)

VTP-3739

Program Improvement RFP.
Project Director: Raudebaugh, Robert A.
Organization: Tempe Union High School District 213, Ariz.
Address: 500 West Guadalupe Road, Tempe, AZ 85283
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

Individualized, student-managed, competency-based vocational programs will be developed for the areas of cabinetmaking, machinist, drafting, and construction drafting and implemented in existing industrial education facilities on an open entry/open exit basis. Program directories will be provided for student use and include a sequential listing of all competencies required for each proficiency, self-instruction materials and media for instruction on each competency, and a performance evaluation for each competency. The directory and instructional materials produced by the project may be duplicated by interested schools. (Sec. 131)

VTP-3740

Quick Start-Up Vocational Training Programs.
Project Director: Langen, H. J.Thomas, Violet S.
Organization: Univ. of Arizona, Tucson
Address: Tucson, AZ 85721
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

The intent of this project is to conduct a study to identify the most successful strategies presently being employed in the United States for implementing "Quick Start-Up" vocational training programs for specific industries. A search of ERIC will be made to determine where successful "Quick Start-up" vocational training programs have been implemented, and selected Skill Centers nationwide will be surveyed to determine their strategies in implementing these programs. Interviews with the Chamber of Commerce and business-based groups will be conducted to determine which new industries are planning Arizona operations. Project staff will prepare a special report which will describe the five most successful "Quick Start-Up" programs presently being implemented in the United States; document the human, fiscal, and material resources needed by the State Educational Agency to implement each of the five programs; identify, by major Arizona metropolitan areas, specific industries which should be considered as target need areas; and recommend and justify any of the five programs which would be most effective in Arizona. (Sec. 132)

VTP-3741

A Revised Curriculum for Criminal Justice Education.
Project Director: Dorr, Gene L.
Organization: State Board of Directors for Community Colleges of Ariz., Phoenix
Address: 1535 West Jefferson, Suite 123, Phoenix, AZ 85007
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $13,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

The objectives of this curriculum development project are to (1) revise existing law enforcement curricula into a competency-based core curriculum which will be recognized by Arizona law enforcement agencies and community colleges and which will be transferable to Arizona universities and (2) develop an inventory of related competencies and skills that reflects the learning objectives found in the core curriculum. A booklet will be published containing a core curriculum of law enforcement courses at the community college level along with an inventory of competencies and skills relating to the courses in the curriculum. The booklet will also contain a summary of courses which are secured by agreement between the Arizona community colleges and universities relative to transfer credits. (Sec. 133)

VTP-3742

A Revised Curriculum for Fire Science Education.
Project Director: Dorr, Eugene L.
Organization: State Board of Directors for Community Coll. of Ariz., Phoenix
Address: 1535 West Jefferson, Suite 123, Phoenix, AZ 85007
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $13,000
Sponsoring Agency: Arizona State Dept. of Education, Phoenix

Project staff will develop, adapt, and revise the existing fire science curriculum in Arizona's community colleges. Activities will include (1) determining existing fire science curricula in Arizona's community colleges; (2) adapting the standards set forth by the National Fire Prevention Association to current curricula so that a core curriculum of nationally recognized fire science courses will result; (3) determining skills and competencies associated with the core curriculum; and (4) evaluating the results and securing a common agreement from Arizona's community colleges and the fire services in Arizona with regard to its validity. The project will result in a published booklet containing a core curriculum for fire science courses with an inventory of the related skills and competencies. The booklet will also contain a summary of courses where a common agreement, as to transferability, has been reached between the Arizona community colleges and the Arizona universities. (Sec. 133)

VTP-3743

Assessment of the Needs of Trade and Industrial/Technical Teachers in Secondary and Postsecondary Vocational Schools in Idaho.
Project Director: Taylor, Cleve
Organization: Idaho Univ., Moscow
Address: Moscow, ID 83843
Funding Period: Start Date 15 Oct 78; End Date 1 Jun 79
Fiscal Year Funding: $1,813
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: R-17-79

To determine the educational needs of trade and industrial/technical teachers in approved vocational programs in order to plan inservice teacher eduction activities, project staff will develop a survey instrument; administer it by mail to a sample of local directors, principals, superintendents, and teachers; and analyze the data in terms of demographic variables. The survey will assess (1) the importance, extent, use, and perceived self-competency of selected roles and competencies identified as necessary for effective teaching; (2) the extent of agreement with present certification requirements; and (3) the need for occupational competency upgrading. The final project report will include conclusions and recommendations for meeting the identified needs. (Sec. 131)

VTP-3744

Comparison of Basic Competencies for Entry-Level Vocational Home Economics Teachers in the State of Idaho.
Project Director: Condie, HelenGebo, Emma M.
Organization: Idaho State Univ., Pocatello
Address: P.O. Box 8081, Pocatello, ID 83209
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,989
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: R-20-79

Basic competencies of beginning vocational home economics teachers will be identified and compared as perceived by home economics teachers, administrators, recent pre-service home economics graduates, present and former vocational home economics high school students, and parents of vocational home economics students in Idaho. Project staff will develop, disseminate, tabulate, and analyze results of survey instruments administered to the identified populations. Survey results will be compared with findings reported in the May 1978 research project to identify basic competencies needed by entry-level vocational home economics teachers and compile them in a handbook. The handbook will be disseminated to Idaho State Vocational Education personnel and Idaho home economics teacher training institutions to update pre-service and inservice programs. (Sec. 131)

VTP-3745

Multi-State Consortium Proposal on Energy Education.
Project Director: Selland, Larry
Organization: Idaho State Board of Vocational Education, Boise
Address: 650 West State Street, Boise, ID 83720

Funding Period: Start Date 2 Apr 79; End Date 30 Jun 79
Fiscal Year Funding: $2,500
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: R-21-79

A multi-state consortium will be organized with representatives from Alaska, Idaho, Montana, Oregon, Utah, Wyoming, and Washington to develop a proposal that will generate funds and support to continue energy education and expand to provide assistance to people preparing for careers in energy education. A meeting will be held in Portland, Oregon to organize the consortium, engage a consultant to assist in writing the proposal, and develop all preliminary drafts of the proposal. The consultant will complete the final draft, which will be submitted to U.S. government agencies for funding of energy related activities in the consortium states. (Sec. 131)

VTP-3746

Development of a Hardware-Building Materials-Farm and Garden Curriculum Guide.
Project Director: Luft, Roger L.
Organization: Southern Illinois Univ., Carbondale
Address: Carbondale, IL 62901
Funding Period: Start Date 15 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $8,241
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-A9-240

A curriculum guide for hardward building materials and farm and garden occupations will be developed to include instructional objectives, suggested learning activities, and identification of resources necessary to prepare students for entry-level employment which allows them to advance on the career ladder. Procedures will include (1) determining entry-level positions and advancement opportunities, (2) identifying competencies necessary for entry-level employment opportunities, (3) securing validation of the identified competencies, (4) field testing the curriculum guide, (5) preparing reports required by DAVTE, and (6) using an advisory committee and consultants through the project's developmental activities. (Sec. 133)

VTP-3747

Marketability of Illinois Agriculture College Graduates (1978), Including Predictors of Job-Market Entry Salaries Based Upon Graduates of 1975, 1976, 1977, and 1978.
Project Director: Woods, HarveyForgey, George
Organization: Illinois State Univ., Normal
Address: Normal, IL 61761
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79
Fiscal Year Funding: $21,538
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-167

Data obtained from this four-year study of the marketability of Illinois agricultural college graduates will show the contributions the agricultural programs are making to Illinois agriculture and to those young people making agriculture their careers, provide current information on the types of training employers are currently looking for in new agricultural graduates, give planners a sound annual basis for counseling and advising students and parents about job opportunities in agriculture, develop trends of employment and give those planning expanded programs sound data and direction upon which to base their planning, and serve as a prototype for gathering data for other career education fields. Specific objectives of the project are to (1) obtain annual records of the first full-time career positions obtained by all agriculture graduates from the two-year and four-year educational institutions offering a degree in agriculture; (2) assemble data in a manner that will show the marketability of graduates from the various profesional agriculture programs for the given year; (3) make the data available annually to high schools, two-year colleges, and four-year colleges offering agriculture programs to be used in advising students and parents relative to a career in agriculture and in building and updating curriculum; and (4) determine those education, social, and job variables which are significantly related to the marketability of agriculture graduates of institutions of higher education in Illinois. Data collected by project staff will be published in a report in 1979. This report will contain information on the agricultural graduates of 1978 plus a summary of the four-year data obtained in Part I on all agriculture program graduates of 1975, 1976, and 1977. (Sec. 132)

VTP-3748

Revise and Update "Expanding Career Horizons".
Project Director: Steiger, JoAnn
Organization: Steiger, Fink & Kosecoff, Inc., Santa Monica, Calif.
Address: 309 Santa Monica Blvd., Suite 206, Santa Monica, CA 90401
Funding Period: Start Date 12 Feb 79; End Date 12 May 79
Fiscal Year Funding: $9,486
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-A9-237

"Expanding Career Horizons" curriculum materials, which have been used as the basis for sex equity workshops and classroom activities during the past two years in Illinois, will be revised and updated. The materials, originally completed in 1976, are in need of revisions due to recent changes in educational equity as a result of the 1976 vocational education legislation. The materials also have been selected for inclusion in the National Center for Research in Vocational Education Programs of National Significance. The project will be available for nationwide inservice training. Products to be delivered include camera-ready copy of the the teacher's guide, handouts, and a gameboard. Revisions will include incorporating user suggestions, simplifying the language, updating statistics, and including recent developments in sex-fairness in guidance testing. (Sec. 133)

VTP-3749

State Guide for Industrial Education, K-Adult.
Project Director: Sredl, Henry J.
Organization: University of Ill., Urbana
Address: 344 Education Building, Urbana, IL 61801
Funding Period: Start Date 20 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $58,740
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-154

A guide will be developed to serve educators, administrators, teacher educators, AVTE staff, and other individuals or groups responsible for education by providing them with (1) criteria for use by state and local agencies for evaluating industrial education programs, (2) criteria for planning and operating preservice and inservice teacher education courses and programs, (3) criteria for state teacher certification, and (4) an efficient communications network among industrial educators and related individuals or groups. The guide will be pilot tested, revised, and disseminated from July 1979 to June 1980. (Sec. 131)

VTP-3750

Transportation and Warehousing Curriculum Research–Phase I and II.
Project Director: Harris, E. Edward
Organization: Northern Illinois Univ., DeKalb
Address: DeKalb, IL 60115
Funding Period: Start Date 1 Feb 79; End Date 30 Jun 79
Fiscal Year Funding: $10,260
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-A9-239

A curriculum guide which includes provisions for teaching the essential competencies and making students more aware of career opportunities and promotion criteria in the field of transportation and warehousing will be prepared. The guide, which will include measurable objectives, suggested teaching strategies, and a listing of available resources, will serve as a reference on the career orientation and preparation levels. Procedures will include (1) studying marketing employment research literature, interviewing business executives, and conducting task analyses to determine common and specialized competencies and identifying career ladders; (2) preparing competency statements and giving priorty to these competencies in first level positions; (3) preparing and field testing the curriculum guide, and (4) printing the guide and conducting inservice training for users of the guide. (Sec. 133)

VTP-3751

IVTC College-Wide Curricula Restructure–Phase III.
Project Director: Ullery, J. William
Organization: Indiana Vocational Technical Coll., Indianapolis
Address: 5221 Ivy Tech Drive, P.O. Box 1763, Indianapolis, In 46206
Funding Period: Start Date 1 Jan 79; End Date 31 Dec 79
Fiscal Year Funding: $35,000
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis
Contract and/or Control No.: 77-79-III-3

Phase III of the Indiana Vocational Technical College Curricula restructuring program will develop performance-based curriculum for each program. The process is being coordinated through state-wide curriculum committees under regional sponsorship. All courses will be documented and the career options and short-term training opportunities will be expanded. Performance criteria and measurement instruments will be developed for all courses. The performance-based curriculum will increase accessibility of courses to part-time students and working parents. (Sec. 133)

VTP-3752

Career College–Agriculture.
Project Director: Nelson, Terry
Organization: Iowa Lakes Community Coll., Emmetsburg
Address: Emmetsburg, IA 50536
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $22,287
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-48

The Iowa Lakes Alternative Career College offers, on an open entry/open exit basis, assessment and career exploration, job seeking and survival skills, career training programs, skills upgrading courses, and job placement to economically disadvantaged, handicapped, or underemployed people. The project is developing methods for working with these high risk disadvantaged and handicapped students so that they can succeed in vocational education and successfully be placed on the job. All teaching methods, curriculum development, counseling techniques, and basic assessment will be made available. (Sec. 133)

VTP-3753

Career College–Food Service.
Project Director: Nelson, Terry
Organization: Iowa Lakes Community Coll., Emmetsburg
Address: Emmetsburg, IA 50536
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $22,288
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-47

The Iowa Lakes Alternative Career College offers, on an open entry/open exit basis, assessment and career exploration, job seeking and survival skills, career training programs, skills upgrading courses, and job placement to economically disadvantaged, handicapped, or underemployed people. The project is developing methods for working with these high risk disadvantaged and handicapped students so that they can succeed in vocational education and successfully be placed on the job. All teaching methods, curriculum development, counseling techniques, and basic assessment will be made available. (Sec. 133)

VTP-3754

Commercial Cooking and Life Survival Skills.
Project Director: Stoessel, Ed
Organization: Eastern Iowa Community Coll., Davenport
Address: 627 West Second Street, Davenport, Iowa 52801
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $16,560
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-49

A cooking laboratory and small-group course curricula will be developed to provide disadvantaged and handicapped persons with basic living skills so they might function independently within the community, to assist the disadvantaged in becoming more employable by emphasizing grooming and social skills, and to offer the handicapped the opportunity to learn basic aspects of commercial cooking so they might become employable. Project objectives include placing ten clients in unsubsidized employment. (Sec. 133)

VTP-3755

Coordination of Work Experience.
Project Director: Ditzenberger, Roger
Organization: Univ. of Northern Iowa, Cedar Falls
Address: 121B Seerley Hall, University of Northern Iowa, Cedar Falls, Iowa 50613
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $26,106
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-41

An inservice education program will be developed to improve the coordination techniques used by cooperative vocational education teachers in providing on-the-job training for handicapped and disadvantaged students. Twelve self-instructional modules and accompanying multi-media will be developed and field tested with special education personnel in Iowa, and critiqued by an advisory committee composed of work experience teachers, state department consultants, and university teacher educators. In addition to the modules, a 35 mm slide/tape presentation explaining a work experience program and a handbook explaining support services which may be used by work experience teachers will be produced. (Sec. 132)

VTP-3756

Developing and Improving Career Education for the Disadvantaged and Handicapped in Iowa.
Project Director: Greenwood, Charles
Organization: Drake Univ., Des Moines, Iowa
Address: 302 Memorial Hall, Drake University, Des Moines, Iowa 50311
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $37,260
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-7904

In order to provide state-wide postsecondary special needs assessment, develop special needs curriculum in Drake graduate and undergraduate education programs, prepare an implementation manual for alternative schools, and provide inservice training for personnel in secondary and postsecondary institutions in special needs, project staff will analyze data collected from fifteen area community colleges in Iowa, work with Drake staff and DPI consultants to develop a special needs area of emphasis in the graduate special education and counseling programs, prepare an organizational manual on implementing alternative schools for helping school districts deal with vocational education dropouts, and provide training for local staff in special needs. The manual and a status report of special needs programming at the postsecondary level in Iowa will be disseminated; curriculum and inservice materials will be delivered. (Sec. 131)

VTP-3757

Educational Program in Corrections.
Project Director: Bierle, Luverne
Organization: Iowa Central Community Coll., Fort Dodge
Address: 330 Avenue M, Fort Dodge, IA 50501
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $14,623
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-53

Residents at the Iowa Women's Reformatory will be provided with opportunities to gain vocational, social, and leisure skills that will enable them to enter the job market after release. The women's educational, vocational, and job seeking skills will be determined through a career assessment laboratory, and they will be enrolled in programs in which they have interest and ability. The program includes on-site visits to view areas of occupational interest, classroom instruction, job placement, and a complete follow-up survey within one year after the resident begins working. (Sec. 133)

VTP-3758

Teacher Aide Program–Cherokee MHI.
Project Director: Nelson, Terry
Organization: Iowa Lakes Community Coll., Emmetsburg
Address: Emmetsburg, IA 50536
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,665
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-46 SN-600

Materials will be provided in the use of teacher aides in vocational education working with high risk special needs students. Elderly persons having tutoring and counseling expertise will be hired as teacher aides in order to give additional individual assistance to high risk disadvantaged and handicapped students so that the students can receive appropriate vocational preparation and training for adequate adjustment into the labor market. All material development and methods used will be available to interested parties, and an annual report on the project will be produced. (Sec. 133)

VTP-3759

Teacher Aide Program–Project Learning
Project Director: Nelson, Terry
Organization: Iowa Lakes Community Coll., Emmetsburg
Address: Emmetsburg, IA 50536
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,665
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-46 SN-591

Materials will be provided in the use of teacher aides in vocational education working with high risk special needs students. Elderly persons having tutoring and counseling expertise will be hired as teacher aides in order to give additional individual assistance to high risk disadvantaged and handicapped students so that the students can receive appropriate vocational preparation and training for adequate adjustment into the labor market. All material development and methods used will be available to interested parties, and an annual report on the project will be produced. (Sec. 133)

VTP-3760

Teacher Aide Program–Sheltered Workshop.
Project Director: Nelson, Terry
Organization: Iowa Lakes Community Coll., Emmetsburg
Address: Emmetsburg, IA 50536
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,100
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-46 SN-599

Materials will be provided in the use of teacher aides in vocational education working with high risk special needs students. Elderly persons having tutoring and counseling expertise will be hired as teacher aides in order to give additional individual assistance to high risk disadvantaged and handicapped students so that the students can receive appropriate vocational preparation and training for adequate adjustment into the labor market. All material development and methods used will be available to interested parties, and an annual report on the project will be produced. (Sec. 133)

VTP-3761

Teacher Aides in Vocational Programs.
Project Director: Kayser, Torrey
Organization: Southwestern Community Coll., Creston, Iowa
Address: 1501 West Townline Street, P.O. Box 458, Creston, IA 50801
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $5,179
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-54

Teacher aides will be employed to provide supportive services for special needs students. The aides will provide individual and small group instruction, counseling, and other instructional support to disadvantaged and handicapped students, and will assist in developing instructional materials. Ongoing, informal evaluation of the aides' performance and student outcomes will be conducted. A written evaluation will be sent to DPI at the end of the fiscal year. (Sec. 133)

VTP-3762

Coordination of Career Exploratory Experiences in Hopkins County.
Project Director: Logan, JoyceMcClearn, John
Organization: Hopkins County Board of Education, Madisonville, Ky.
Address: Madison, KY 42431
Funding Period: Start Date 15 Aug 78; End Date 14 Aug 79
Fiscal Year Funding: $18,425
Sponsoring Agency: Kentucky State Department of Education, Frankfort
Contract and/or Control No.: B34880

Project staff will (1) identify a coordination plan for the exchange of resources and information between the school system, vocational programs, and the community; (2) incorporate sex equity features into the plan and activities of the program, including attitudes toward and experiences in non-traditional occupations; (3) develop the existing practical arts and career exploration aspects of the program and develop a comprehensive career exploration plan for grades seven and eight, including the scope and sequence of activities and experiences; (4) increase the use of community and vocational school resources for career exploratory experiences and activities; and (5) evaluate the program components and efforts toward sex equity. After an individual is employed, an analysis of the existing programs will be documented, then developmental and coordination features will be implemented along with the development of resources and information materials. An evaluation plan will be developed and conducted. An advisory committee will be formed to assist in program activities and the project director will provide orientation for school and community personnel. Project products will include a written plan for the management and operation of career exploratory programs, services, and activities; a career library of audiovisual materials; a career resource guide, and activity and resource guides for additional cluster areas. (Sec. 132)

VTP-3763

Analysis of the Effectiveness of Cooperative Work Experience Programs for Disadvantaged Students.
Project Director: Sugga, John P.
Organization: Coppin State Coll., Baltimore, Md.
Address: Baltimore, MD 21216
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $7,420
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

This study will inform the Department of Vocational-Technical Education of the skills, competencies, aims, and objectives of cooperative work experience programs for disadvantaged students and to what degree these various aspects are being met. The subjects in the study will be all the disadvantaged students engaged in cooperative work experience programs during 1976, 1977, and 1978 within selected school districts. Two survey instruments will be developed to obtain data for analysis. (Sec. 131)

VTP-3764

Develop an Energy Technician Option Within Existing Technology Program.
Project Director: Baker, Tom
Organization: Hagerstown Junior Coll., Maryland
Address: Hagerstown, MD 21740
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $8,090
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

A set of courses appropriate to the training needs of an Energy Technician as an option to the Engineering Technician Program at Hagerstown Junior College will be researched and designed in this project. Procedures used to prepare the plan will include (1) researching energy options in existence at the present time, (2) analyzing the employment needs of the service area of Hagerstown Junior College, (3) designing a set of courses that will provide the identified student competencies, (4) equipping the energy laboratory to provide necessary skills, and (5) monitoring graduates for data to be used for evaluation of the program. (Sec. 132)

VTP-3765

The Dissemination of Occupational Education Research Information through the "Community College Review."
Project Director: Boone, Edgar J.
Organization: North Carolina State Univ., Raleigh
Address: Raleigh, NC 27650
Funding Period: Start Date 1 Jul 78; End Date 1 Jul 79
Fiscal Year Funding: $13,998
Sponsoring Agency: North Carolina State Department of Education, Raleigh
Contract and/or Control No.: 070678-79-NCSUACCE-B

The purpose of this project is to disseminate occupational education research, adult basic education, and other community college and technical institute information by providing partial support for the continued development and publication, on a quarterly basis, of the "Community College Review." The "Community College Review" will (1) provide a forum for indepth discussion of current and emerging issues in community college education, (2) apply research findings to the solution of problems related to community college education, (3) disseminate the results of critical thinking and research findings to practitioners and others who are interested in the field, and (4) serve as a means for further development of community college education as a profession. An editor, managing editor, research assistant, and secretary will be appointed by the head of the Department of Adult and Community College Education. An Editorial Board, appointed jointly by the head of the Department of Adult and Community College Education and the state president of the North Carolina Department of Community Colleges, will be composed of recognized state and national authorities in the field of community college education and will assist in establishing editorial policy, securing and screening articles for publication, and ensuring high quality of the publication. (Sec. 131)

VTP-3766

North Carolina Rural Renaissance Project: Phase III.
Project Director: Moretz, H. Lynn
Organization: Central Piedmont Community Coll., Charlotte, N.C.
Address: P.O. Box 4009, Charlotte, NC 28204
Funding Period: Start Date 1 Jul 78; End Date 1 Jul 79
Fiscal Year Funding: $402,307
Sponsoring Agency: North Carolina State Dept. of Education, Raleigh
Contract and/or Control No.: 060778-79-C

Phase III of this project will further develop and expand the North Carolina Rural Renaissance Consortium, the purpose of which is to develop staff competencies leading to the design, production, and field testing of audiovisual instructional modules in occupational and adult basic education for state-wide dissemination via existing and projected technology. Objectives of this phase are to (1) draw upon and further develop the experience and talent generated in Phases I and II of the project in order to conduct a needs assessment to identify three courses, each consisting of approximately twenty-six to thirty modules of instruction pertinent to the educational needs of North Carolinians as well as others throughout the country, and use the existing ten North Carolina Rural Renaissance Project (NCRRP) institutions to outline, design, and identify module topics for one complete audiovisual course in each of the three NCRRP regions under the coordination and direction of the three regional coordinating institutions and Central Piedmont Community College; (2) identify two additional institutions in each of the existing three regions to begin staff development and module- production activities modeled after the Phase I and II experience; and (3) conduct field tests of the modules produced in Phases I and II of the NCRRP in up to eight community colleges and technical institutes that are engaged in CETA-funded literacy projects. The project director will be made available, upon reasonable request and prior notice, to serve as a resource person for workshops, conferences, institutes, and associa-

tion meetings planned and sponsored by groups within the North Carolina Community College System. One copy of each module produced will be provided to the Department of Community College Consortium for Sharing Instructional Materials for state-wide dissemination, and a final report will be produced. (Sec. 131)

VTP-3767

Career Development Program K-10.
Project Director: Topougis, Nicholas
Organization: Akron City Schools, Ohio
Address: Akron, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $85,789
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-1-79

The Akron City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of selected occupational clusters, work experience, and value and interest clarification. "Swim and Gym" and "Project Business" will be featured. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Program information will be disseminated through a monthly career education newsletter and through "Career Education News" and "Akron Regional Development Board Newsletter". Staff will provide quarterly evaluation reports; the Ohio Career Development Test and the Program Review of Career Education will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3768

Career Development Program K-10.
Project Director: Castet, Richard J.
Organization: Canton City Schools, Ohio
Address: 800 Market Avenue, North, Canton, OH 44702
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $47,880
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-3-79

The Canton City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. Testing instruments designed for the career development program will be used for evaluation. The Ohio Career Education Test and the PRIDE review technique will also be administered for project evaluation, and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3769

Career Development Program K-10.
Project Director: Watson, Maxine
Organization: Cincinnati Public Schools, Ohio
Address: Cincinnati, OH
Funding Period: Start Date 1 Jul 78, End Date 30 Jun 79
Fiscal Year Funding: $44,376
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-4-79

The Cincinnati Public Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The Ohio Career Information System is used in the orientation and exploration components. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Schools will participate in Project Business, Junior Achievement, and Explorer Scouts. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. Teacher observation and rating techniques and standardized instruments recommended by the State Career Development Service will be used. The PRIDE review technique and other tests and evaluation techniques will be administered for project evaluation, and learner outcomes will be evaluated and reported. Curriculum guides and materials will be available for dissemination. (Sec. 132)

VTP-3770

Career Development Program K-10.
Project Director: Jones, Oliver J.
Organization: Cleveland Public Schools, Ohio
Address: 1380 East Sixth Street, Cleveland, OH 44114
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $127,112
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-5-79

The Cleveland Public Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A status description of the program implementation will be employed in the evaluation. Data sources included interviews, project records, the administration of the OVIS, and the Interest Checklist. (Sec. 132)

VTP-3771

Career Development Program K-10.
Project Director: Briggs, Richard
Organization: Columbus Public Schools, Ohio
Address: 1080 Binns Boulevard, Columbus, OH 43204
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $24,270
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-6-79

The Columbus Public Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. A student career file will be developed for each student in the orientation component and will become part of the school file. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the PRIDE review technique and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3772

Career Development Program K-10.
Project Director: Bellin, Allan
Organization: Cleveland Heights-University Heights and Shaker Heights City Schools, Ohio
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $41,610
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-7-79

The Cleveland Heights-University Heights, and Shaker Heights City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Junior Achievement programs will be incorporated. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed according to PRIDE reviews. Three committees will prepare a final report for the state. A local film and a monthly newsletter will be used in program dissemination. (Sec. 132)

VTP-3773

Career Development Program K-10.
Project Director: Gilbert, James W.
Organization: Carlisle Local School District, Ohio
Address: Carlisle, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,690
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-8-79

The Carlisle Local School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the Ohio Career Education Test, unit plan evaluation, and teacher and student questionnaires will be administered for project evaluation; and learner outcomes will be evaluated and reported. The program will develop and field test new career related curriculum material for dissemination locally and state-wide. (Sec. 132)

VTP-3774

Career Development Program K-10.
Project Director: Baughman, C. Dale
Organization: Montgomery County Joint Vocational School District, Clayton, Ohio
Address: 6800 Hoke Road, Clayton, OH 45315
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $32,200
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-9-79

The Montgomery County Joint Vocational School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented in conjunction with PRIDE reviews of career education and through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Program components will be developed, and a county-wide advisory committee will be formed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, curriculum products, and a questionnaire completed by all project participants in conducting process and product evaluations. (Sec. 132)

VTP-3775

Career Development Program K-10.
Project Director: Pavlicko, Marie
Organization: Mahoning County Joint Vocational School District, Canfield, Ohio
Address: 7300 N. Palmyra Road, Canfield, OH 44406
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $45,000
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-10-79

The Mahoning County Joint Vocational School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study based on PRIDE reviews will be developed, and an advisory committee will be formed. A survey for administrative personnel will be developed and administered, and the results will be reported. (Sec. 132)

VTP-3776

Career Development Program K-10.
Project Director: Rammes, Robert
Organization: Dayton Public Schools, Ohio
Address: Dayton, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $40,983
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-11-79

The Dayton Public Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator, Policy Studies in Education, will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the PRIDE review technique and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3777

Career Development Program K-10.
Project Director: Redington, Randall F.
Organization: Defiance City Schools, Ohio
Address: 629 Arabella Street, Defiance, OH 43512
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $16,464
Sponsoring Agency: Ohio State Dept. of Education, Columbus

Contract and/or Control No.: CD-12-79

The Defiance City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The PRIDE review technique, Ohio Career Development Test, and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3778

Career Development Program K-10.
Project Director: Cory, Elizabeth
Organization: Delaware City Schools, Ohio
Address: Delaware, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $18,630
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-13-79

The Delaware City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities; and the computerized Ohio Career Information System will be used. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A program advisory committee will suggest ways of implementing the community-based portion of the program. A third-party evaluator will use statistical logs, written student statements, questionaires, surveys, curriculum products, records of field experiences, hands-on experiences, and teacher inservice training as part of the project evaluation; the Ohio Career Education Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. Materials, curriculum, ideas, and research findings will be provided upon request to interested districts or agencies. (Sec. 132)

VTP-3779

Career Development Program K-10.
Project Director: Burch, Donald
Organization: East Muskingum Schools, New Concord, Ohio
Address: Route 2, New Concord, OH 43762
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,366
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-14-79

The East Muskingum Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. A student Exploration Booklet will help students prepare for hand-on experiences. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum, and a newsletter including information and activities will be developed for teachers. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. An evaluation instrument administered to students in fall and spring and regular periodic staff assessment of the program will be included in evaluation. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the Ohio Career Education Test and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3780

Career Development Program K-10.
Project Director: Taylor, Robert L.
Organization: Geneva Area City School District, Ohio
Address: Geneva, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $5,850
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-15-79

The Geneva Area City School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. In the exploration phase, students will attend the Ashtabula County Joint Vocational School for one week to participate in one of twenty-six classes, and the sophomore intern program will enable sophomores to research particular fields of interest. Community experience units will be built around the occupational clusters. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, and field trip guides will be developed. Teacher participation forms and student surveys will be used for project evaluation; the PRIDE review technique will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3781

Career Development Program K-10.
Project Director: Rechedy, Simon D.
Organization: Jefferson Area Local School District, Ohio
Address: Jefferson, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $13,950
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-16-79

The Jefferson Area Local School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. Teacher participation forms and student surveys will be used as part of the project evaluation; the Ohio Career Education Test and the PRIDE review technique will be administered for project evaluation; and learner outcomes will be evaluated and reported. Project-developed units and materials will be available for dissemination upon request, and newsletters will be produced. (Sec. 132)

VTP-3782

Career Development Program K-10.
Project Director: Gorham, DeRoy
Organization: Lorain City Schools, Ohio
Address: 1020 Seventh Street, Lorain, OH 44052
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: $34,500
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-18-79

The Lorain City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Features will include a shadow program with Lorain County Community College and working with Explorers, Junior Achievement, and Rotary International. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Development Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. Project staff will provide services, materials, and information such as newsletters, curriculum guides, brochures, and resource guides to school district schools not participating in the project and to neighboring school districts. (Sec. 132)

VTP-3783

Career Development Program K-10.

Project Director: Elam, Mary Anna
Organization: The Mad River-Green Local Board of Education, Springfield, Ohio
Address: 3920 Fairfield Pike, Springfield, OH 45502
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $5,319
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-19-79

The Mad River-Green Local Board of Education K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Education Test and the PRIDE review technique will also be administered for project evaluation, and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3784

Career Development Program K-10.

Project Director: Tarantine, James A.
Organization: Mansfield City Schools, Ohio
Address: 53 West Fourth Street, Mansfield, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $29,475
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-20-79

The Mansfield City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The PRIDE review technique and other tests and evaluation techniques will be administered for project evaluation, and learner outcomes will be evaluated and reported. The project will provide locally produced materials, informational brochures, units, and activities upon request. (Sec. 132)

VTP-3785

Career Development Program K-10.

Project Director: Morehead, Charles
Organization: Maysville Local School District, South Zanesville, Ohio
Address: 2739 Pinkerton Road, South Zanesville, OH 43701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $12,840
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-21-79

The Maysville Local School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Education Test will be administered for project evaluation. Locally developed information and materials will be disseminated to cover development programs in Ohio. (Sec. 132)

VTP-3786

Career Development Program K-10.

Project Director: Hoops, Dennis
Organization: Medina County Joint Vocational School District, Ohio
Address: 1101 West Liberty Street, Medina, OH 44256
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $32,000
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-22-79

The Medina County Joint Vocational School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Project staff will answer evaluation questions for each objective, and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3787

Career Development Program K-10.

Project Director: Yelic, Samuel
Organization: Medina City Schools, Ohio
Address: P.O. Box 408, Medina, OH 44256
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $8,154
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-23-79

The Medina City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the

curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Education Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. Project-developed information and materials will be provided to other funded programs and to private and non-profit schools in the district. (Sec. 132)

VTP-3788

Career Development Program K-10.
Project Director: Kallner, Brenda
Organization: Scioto County Joint Vocational School District, Lucasville, Ohio
Address: P.O. Box 766, Lucasville, OH 45648
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,240
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-24-79

The Scioto County Joint Vocational School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation. The Ohio Career Education Test and a teacher's evaluation survey will be administered for project evaluation; learner outcomes will be evaluated and reported. Project-developed information and materials will be available for other funded career development programs in Ohio, and newsletters will be disseminated throughout the attendance area. (Sec. 132)

VTP-3789

Career Development Program K-10.
Project Director: Vought, Donald
Organization: North Canton City Schools, Ohio
Address: 605 Fair Oaks, S.W., North Canton, OH 44720
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $23,790
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-25-79

The North Canton City School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Sophomores will spend three weeks in each of twelve offerings at Hoover High School North Campus. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation. The Ohio Career Education Test and a teacher's evaluation survey will be administered for project evaluation; learner outcomes will be evaluated and reported. Project staff will provide materials and information to other funded career development programs. (Sec. 132)

VTP-3790

Career Development Program K-10.
Project Director: Wade, Howard E.
Organization: Orrville City School District, Ohio
Address: 815 North Ella Street, Orrville, OH 44667
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,113
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-26-79

The Orrville City School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the Ohio Career Education Test, the PRIDE review technique, a student survey, and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. Project information will be disseminated to all interested persons. (Sec. 132)

VTP-3791

Career Development Program K-10.
Project Director: Arnold, Steven V.
Organization: Paint Valley Local Schools, Bainbridge, Ohio
Address: Bainbridge, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,848
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-27-79

The Paint Valley Local Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Curriculum materials and resource guides will be developed. A third-party evaluator will use questionnaires for students, teachers, and administrators; the Ohio Career Education Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3792

Career Development Program K-10.
Project Director: Black, James S.
Organization: Parma Public Schools, Ohio
Address: Parma, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $75,789
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-28-79

The Parma Public Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Education Test, the PRIDE review technique,

and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. Programs and materials will be listed in the Career Education Association's publication of available materials. (Sec. 132)

VTP-3793

Career Development Program K-10.
Project Director: Carr, Gary
Organization: Perry Local Schools, Ohio
Address: Perry, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,840
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-29-79

The Perry Local Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The advisory council and the State Department of Education will review the project; staff, students, and community members will participate in information project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3794

Career Development Program K-10.
Project Director: Nord, Larry E.
Organization: Pymatuning Valley Local School District, Andover, Ohio
Address: Andover, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $8,880
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-30-79

The Pymatuning Valley Local School District career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. All ninth graders will attend Ashtabula County Joint Vocational School for one week. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Education Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; project personnel will review the program; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3795

Career Development Program K-10.
Project Director: Glover, Samuel
Organization: Princeton City School District, Cincinnati, Ohio
Address: Cincinnati, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $13,131
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-31-79

The Princeton City School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. Internal evaluation will be conducted with career tests and other evaluation techniques, and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3796

Career Development Program K-10.
Project Director: Bullock, Jean
Organization: Scioto-Darby City Schools, Hilliard, Ohio
Address: Hilliard, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $7,281
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-33-79

The Scioto-Darby City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3797

Career Development Program K-10.
Project Director: Leighty, William E.
Organization: Sidney City School District, Ohio
Address: 320 East North Street, Sidney, OH 45365
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $23,160
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-34-79

The Sidney City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The program director will set up evaluation techniques; the PRIDE review technique and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3798

Career Development Program K-10.
Project Director: Doerr, Warren F.
Organization: South-Western City School District, Grove City, Ohio
Address: 465 Kingston Avenue, Grove City, OH 43123
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $44,106

Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-35-79

The South-Western City School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Program for Improvement, Development, and Expansion in Career Education, the Ohio Career Education Test, and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3799

Career Development Program K-10.
Project Director: Degenhart, George A.
Organization: Springfield City Schools, Ohio
Address: Springfield, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $40,251
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-36-79

The Springfield City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The PRIDE review technique and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3800

Career Development Program K-10.
Project Director: McComba, Daniel L.
Organization: Tallmadge City Schools, Ohio
Address: 486 East Avenue, Tallmadge, OH 44278
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $20,340
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-37-79

The Tallmadge City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the Ohio Career Education Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3801

Career Development Program K-10.
Project Director: Corbett, Patrick
Organization: Stow City Schools, Ohio
Address: 3732 Darrow Road, Stow, OH 44224
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $11,385
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-38-79

The Stow City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the Ohio Career Education Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3802

Career Development Program K-10.
Project Director: Roman, Jama
Organization: Toledo City School District, Ohio
Address: Toledo, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $47,304
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-39-79

The Toledo City School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; the Ohio Career Education Test and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3803

Career Development Program K-10.
Project Director: Zockle, Michael A.
Organization: Warren City Schools, Ohio
Address: Warren, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $38,151
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-40-79

The Warren City School District K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Resources will include Explorer Scouts, Junior Achievement, and vocational education laboratories. The

program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The PRIDE review technique and other tests and evaluation techniques will be administered for project evaluation; records of all program activities will be monitored by the program coordinator and career specialists; and learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3804

Career Development Program K-10.
Project Director: Reid, Paul
Organization: Washington County Joint Vocational School District, Marietta, Ohio
Address: Marietta, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,441
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-41-79

The Washington County Joint Vocational School K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Education Test, the PRIDE review technique, and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3805

Career Development Program K-10.
Project Director: Cicek, Louis S.
Organization: Willoughby-Eastlake School District, Willoughby, Ohio
Address: 37047 Ridge Road, Willoughby, OH 44094
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $36,228
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-42-79

The Willoughby-Eastlake City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The Ohio Career Education Test, the PRIDE review technique, questionnaires to students, teachers, administrators, and business and industry representatives, and other tests and evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. Materials developed by or purchased for the program are listed in the "Career-/Economic Education Resource Material Guide." (Sec. 132)

VTP-3806

Career Development Program K-10.
Project Director: Wellman, Florence M.
Organization: Wyoming City Schools, Cincinnati, Ohio
Address: Cincinnati, OH
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,200
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-43-79

The Wyoming City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. A third-party evaluator will use records of field experiences, hands-on experiences, teacher inservice training, and curriculum products as part of the project evaluation; an internal evaluation by project participants, staff, and parents will be conducted; the PRIDE review techniques and other tests and evaluation techniques will be administered for project evaluation; and learner outcomes will be evaluated and reported. Materials and pilot projects developed within the program will be shared with other funded programs. (Sec. 132)

VTP-3807

Career Development Program K-10.
Project Director: Malie, Joseph
Organization: Youngstown City Schools, Ohio
Address: 20 West Wood Street, Youngstown, OH 44503
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $28,314
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract and/or Control No.: CD-44-79

The Youngstown City Schools K-10 career development program, which is integrated into the existing curriculum, consists of three components: motivation, orientation, and exploration. It is designed to promote a developmental sequence that will lead to meaningful career and educational decision making in senior high school. Activities in grades K-6 are designed to develop awareness about the world of work and positive work attitudes. In grades 7 and 8, activities focus on orientation toward career possibilities and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. The program will be implemented through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activites. Staff will be involved in inservice training for integrating career education concepts into the curriculum. Courses of study, resource guides, field trip guides, and curriculum guides demonstrating the integration of career development concepts will be developed. The PRIDE review technique, questionnaires, surveys, and other evaluation techniques will be administered for project evaluation; learner outcomes will be evaluated and reported. (Sec. 132)

VTP-3808

A Continuation of the Curriculum Project for the Instructional Materials Center to Develop Distributive Education and Industrial Education Materials.
Project Director: Luter, Robert R.
Organization: Univ. of Texas, Austin
Address: Austin, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $210,684
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230087

Continuation of this project will allow further initiation and development of instructional materials for distributive and industrial education cooperative training programs in Texas. Materials developed in the project are used by business, industry, and trade associations for inhouse training and by other states to meet their curriculum requirements. Research, field testing, and development will be conducted in the revision, updating, and production of new curriculum materials, both for generalized and specialized needs. These needs will be determined and priorities set by an advisory task force composed of teacher-coordinators, teacher educators, and state staff members selected by the Texas Education Agency. Current publications will be continuously updated and revised, and sex bias and sex-role stereotyping will be eliminated from all instructional materials. Research will be conducted in order to add more materials for new and emerging occupations. Assistance will be given to the Texas State Education Agency staff in conducting inservice training for

teachers and competitive events for the state vocational youth organizations. Additional objectives will be to continue the search for better methods of research and validation, employ skills necessary to produce the appropriate reading level for learners, and maintain high standards of publishing and disseminating of instructional materials. (Sec. 133)

VTP-3809

Health Career Recruitment and Retention of the Disadvantaged.
Project Director: Boaz, Ted
Organization: Del Mar Coll., Corpus Christi, Tex.
Address: Corpus Christi, TX 78404
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $33,323
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230136

The objectives of this project are to (1) develop and implement systems for recruiting sixty freshmen or sophomore students known to have academic deficiences who are seeking educational opportunities leading to employment in a health occupation; (2) identify, develop, and implement profile characteristics exhibited by applicants into strengths which will result in successful job placement in health occupations of no less than forty percent of those students selected; (3) develop specific procedures and methods requisite to the most effective use of enriching previously identified academic deficiences; (4) list and document specific health manpower recruitment and retention problems; and (5) recommend methods of resolution. Each candidate will be pre- and posttested to ascertain individual strengths and weaknesses in pursuing a health career. Students will be counseled and a plan of academic pursuit will be designed for each. Students will then be assisted in entering jobs or training programs for health career mobility. A follow-up will be conducted of all selected candidates and a program evaluation will be completed. Academic success will be determined by the following criteria: cummulative grade point average upon completion of high school or other postsecondary education, sequential grade point average in science course offerings at the end of each semester, grades in specific theory courses related to health careers, and scores on board or certifying examinations related to health professions. Clinical success will be determined by the following criteria: performance as noted by instructors for work performed in a health care setting, student's ratings of abilities and performance on the job, and employer or supervisor ratings of student performance on the job. (Sec. 132)

VTP-3810

Metrication as Applied to Building Trades in a Rural Area.
Project Director: McKinnerney, Beryl
Organization: Ranger Junior Coll., Tex.
Address: Ranger, TX 76470
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $36,249
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230139

A building trades program with specific instruction in application of the metric system will be developed and established at Ranger Junior College to train workers in the building trades areas of carpentry and masonry. Project staff will also develop a recruitment system to attract students from rural and urban areas to a rural community college and remove sex stereotyping from the recruitment process. A final report describing procedures used and objectives achieved will be disseminated. (Sec. 132)

VTP-3811

A Model Project for Assessing and Training Rural Workers for Urban Employment.
Project Director: Green, C. Paul
Organization: Navarro Coll., Corsicana, Tex.
Address: Corsicana, Texas 75110
Funding Period: Start Date 1 Jul 78; End Date 31 Dec 78
Fiscal Year Funding: $39,467
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230138

The objective of this project is to develop a model program of training opportunities that will provide salable occupational skills for an identified job market to rural workers migrating to an urban area. The project will provide counseling and guidance to these individuals to aid them in making a successful transition from a rural environment to an urban climate. Navarro College will, through outreach counseling, identify sixty unemployed rural workers in its four-county service area. The unemployed rural workers will be assessed using recognized vocational diagnostic procedures to determine their present vocational skills and their comprehensive knowledge relative to these skills and to compare the skills possessed by the worker to the skills needed by a specific employer. An educational plan will be developed for each worker displaying individual strengths and identifying individual weaknesses. This educational plan will be used by the vocational instructors in an open-entry/open-exit educational program to train the individual. In addition, each unemployed person in the program will be taken through a guidance and counseling phase designed to aid the individual in making and coping with the transition from a rural environment to an urban climate. As each individual successfully completes the open-ended curriculum, that individual will be interviewed by a representative from the industry identified, placed in a job, and monitored for the ability to perform the tasks and cope with the urban setting. (Sec. 132)

VTP-3812

Multi-Media Approach to Vocational Skills.
Project Director: Crossland, Jerry
Organization: Lewisville Independent School District, Tex.
Address: Lewisville, TX 75067
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $22,190
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230126

Approximately 100 handicapped students in grades 6-12 will be the target group for MINDS' work the first year. MINDS is the reading comprehension program taught through thirty-six job categories tied to the "Dictionary of Occupational Titles," and is part of HANDS and MINDS, a hands-on vocationally oriented reading and communication skills program based on the use of hand tools. Project activities will include (1) using a specialist to make an individual diagnosis of the student's reading difficulties and relate them to the student's need and achievement potential, (2) using input from the student and specialist to determine an individual assessment and training plan, (3) using the specialist to prescribe and schedule an individual reading program related to the student's vocational interests and needs, and (4) using the California Achievement Test and the project's criterion-referenced test to continuously evaluate individual progress toward competency goals. Students will be pre- and posttested to determine reading improvement. Employment possibilities of project participants will be enhanced since the program emphasis will be on preventing students from dropping out as a result of school frustration, increasing reading skills related to obtaining and keeping a job, motivating pupils to assume positive work habits and attitudes, and overcoming sex bias and sex role stereotyping. (Sec. 132)

VTP-3813

Operation of a Center for the Development of Home Economics Instructional Materials.
Project Director: Bell, Camille
Organization: Texas Tech Univ., Lubbock
Address: Lubbock, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $57,441
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230091

The Home Economics Instructional Materials Center staff will develop materials to encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners, encourage elimination of sex stereotyping, encourage outreach programs for youth and adults with consideration being given to the handicapped, and emphasize consumer education. The staff will (1) revise the "Handbook for Home Economics Cooperative Education", (2) evaluate six home economics cooperative education (HECE) student guides for evidence of sex bias, (3) disseminate new and existing materials, (4) expand dissemination through exhibits and distribution of brochures, (5) collect materials to maintain a library, (6) assist teachers in using materials through inservice meetings, and (7) evaluate reference and instructional materials for sex bias and reading levels. During a five-year period, the revised handbook will be used to update and improve approximately 2,696 programs, the elimination of sex bias in six HECE student guides will also impact on 2,696 programs, and inservice education of teachers should involve approximately 3,000 teachers. Dissemination of all materials is projected at 40,000 volumes in Texas. (Sec. 133)

VTP-3814

Vocational Office Education Instructional Materials (Continuation).
Project Director: Hayes, John H.
Organization: East Texas State Univ., Commerce
Address: Commerce, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $99,445
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230085

Instructional materials in Vocational Office Education (VOE) for contact-hour Levels I and II will be developed using current occupational data and previously prepared curriculum. The materials will be aligned with task listings and job descriptions in the current "Dictionary of Occupational Titles." Existing VOE curriculum materials will be keyed to specific job areas and additional

instructional activities will be added to contribute to meeting the demand for competent office workers. (Sec. 133)

VTP-3815

Vocational Student Appraisal Program for the Handicapped.
Project Director: Schulz, Jim
Organization: Edinburg Consolidated Independent School District, Texas
Address: Edinburg, TX 78539
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $2,000
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230260

An adaptable, comprehensive appraisal program will be developed or adopted in this project to assist in identifying handicapped students who have appitude, interest, and motivation to succeed in VEH pre-employment vocational training at the new facility for vocational education for the handicapped in the Edinburg school district. Students selected will be provided with career guidance and individual or group counseling. An implementation handbook will be prepared to include samples of all instruments used, specific procedures used, a complete evaluation report, and a detailed cost analysis. The handbook will be printed and disseminated to user populations and to TEA. Other dissemination efforts will be conducted through the Vocational Directors Association of the Rio Grande Valley, the Vocational Counselors Association, and the Region I Education Service Center. (Sec. 132)

VTP-3816

Tuition as an Influence on Enrollment in VTAE Programs.
Project Director: Beyle, Doyle
Organization: Wisconsin Board of VTAE, Madison
Address: Madison, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $30,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Wisconsin
Contract and/or Control No.: 19-023-150-319

To assist in decision-making and policy formulation to determine tuition levels for part-time and full-time students, the University of Wisconsin Survey Research Laboratory will (1) develop demographic profiles of a representative sample of current and potential vocational, technical, and adult education enrollees; (2) identify and analyze psychological, sociological, educational and other deterrents to enrollment in postsecondary programs; and (3) analyze relationships of the nature of the respondent with reasons for not enrolling. An ad hoc committee will be formed to help guide the project and develop drafts of instruments. (Sec. 131)

VTP-3817

Wisconsin Senior Survey.
Project Director: Lambert, Roger
Organization: Wisconsin Vocational Studies Center, Madison
Address: Madison, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $12,960
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 20-035-150-319

Wisconsin high school seniors will be surveyed during May and June 1979 to determine their plans for future education and employment. This will build on the 1975 senior survey data base and comparative analysis will be made between 1975 and 1979 information. Procedures will include (1) formation of a representative steering committee, (2) development and distribution of questionnaires to high school seniors, (3) collation and analysis of the data, and (4) dissemination of the reports. The data base will facilitate planning of vocational education programs on both the secondary and postsecondary levels. Printouts will be provided of each school's data. (Sec. 131)

Project Titles by State

Arizona	Arizona Distributive Education Curriculum Project–Phase III.	VTP-3727
	Arizona Skills Curriculum Project–Auto Body.	VTP-3728
	Compentency-Based Educational Revision.	VTP-3729
	Cooperative Fashion Merchandising Program for High School and Community College.	VTP-3730
	Improvements of Cooperative Education at the Community College Level.	VTP-3731
	Instructional Program for Entrepreneurship.	VTP-3732
	Instructional Strategies for Serving Special Populations.	VTP-3733
	Interdisciplinary Career Exploration Project.	VTP-3734
	Multidisciplinary Continuing Education for the Rural Health Care Centers of Southeastern Arizona.	VTP-3735
	New and Emerging Occupations.	VTP-3736
	Nursing Program Articulation.	VTP-3737
	Program Improvement.	VTP-3738
	Program Improvement RFP.	VTP-3739
	Quick Start-up Vocational Training Programs.	VTP-3740
	Revised Curriculum for Criminal Justice Education.	VTP-3741
	Revised Curriculum for Fire Science Education.	VTP-3742
Idaho	Assessment of the Needs of Trade and Industrial/Technical Teachers in Secondary and Postsecondary Vocational Schools in Idaho.	VTP-3743
	Comparison of Basic Competencies for Entry-Level Vocational Home Economics Teachers in the State of Idaho.	VTP-3744
	Multi-State Consortium Proposal on Energy Education.	VTP-3745
Illinois	Development of a Hardware-Building Materials-Farm and Garden Curriculum Guide.	VTP-3746
	Marketability of Illinois Agriculture College Graduates (1978), Including Predictors of Job-Market Entry Salaries Based Upon Graduates of 1975, 1976, 1977, and 1978.	VTP-3747
Illinois	Revise and Update "Expanding Career Horizons."	VTP-3748
	State Guide for Industrial Education, K-Adult.	VTP-3749
	Transportation and Warehousing Curriculum Research–Phase I and II.	VTP-3750
Indiana	IVTC College-Wide Curricula Restructure–Phase III.	VTP-3751
Iowa	Career College–Agriculture.	VTP-3752
	Career College–Food Service.	VTP-3753
	Commercial Cooking and Life Survival Skills.	VTP-3754
	Coordination of Work Experience.	VTP-3755
	Developing and Improving Career Education for the Disadvantaged and Handicapped in Iowa.	VTP-3756
	Educational Program in Corrections.	VTP-3757
	Teacher Aide Program–Cherokee MHI.	VTP-3758
	Teacher Aide Program–Project Learning.	VTP-3759
	Teacher Aide Program–Sheltered Workshop.	VTP-3760
	Teacher Aides in Vocational Programs.	VTP-3761

Kentucky	Coordination of Career Exploratory Experiences in Hopkins County.	VTP-3762
Maryland	Analysis of the Effectiveness of Cooperative Work Experience Programs for Disadvantaged Students.	VTP-3763
	Develop an Energy Technician Option Within Existing Technology Program.	VTP-3764
North Carolina	Dissemination of Occupational Education Research Information through the "Community College Review."	VTP-3765
	North Carolina Rural Renaissance Project: Phase III.	VTP-3766
Ohio	Career Development Program K-10.	VTP-3767
	Career Development Program K-10.	VTP-3768
	Career Development Program K-10.	VTP-3769
	Career Development Program K-10.	VTP-3770
	Career Development Program K-10.	VTP-3771
	Career Development Program K-10.	VTP-3772
	Career Development Program K-10.	VTP-3773
	Career Development Program K-10.	VTP-3774
	Career Development Program K-10.	VTP-3775
	Career Development Program K-10.	VTP-3776
	Career Development Program K-10.	VTP-3777
	Career Development Program K-10.	VTP-3778
	Career Development Program K-10.	VTP-3779
	Career Development Program K-10.	VTP-3780
	Career Development Program K-10.	VTP-3781
	Career Development Program K-10.	VTP-3782
	Career Development Program K-10.	VTP-3783
	Career Development Program K-10.	VTP-3784
	Career Development Program K-10.	VTP-3785
	Career Development Program K-10.	VTP-3786
	Career Development Program K-10.	VTP-3787
	Career Development Program K-10.	VTP-3788
	Career Development Program K-10.	VTP-3789
	Career Development Program K-10.	VTP-3790
	Career Development Program K-10.	VTP-3791
	Career Development Program K-10.	VTP-3792
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	Career Development Program K-10.	VTP-3794
	Career Development Program K-10.	VTP-3795
	Career Development Program K-10.	VTP-3796
	Career Development Program K-10.	VTP-3797
	Career Development Program K-10.	VTP-3798
	Career Development Program K-10.	VTP-3799
	Career Development Program K-10.	VTP-3800
	Career Development Program K-10.	VTP-3801
	Career Development Program K-10.	VTP-3802
	Career Development Program K-10.	VTP-3803

Ohio	Career Development Program K-10.	VTP-3804
	Career Development Program K-10.	VTP-3805
	Career Development Program K-10.	VTP-3806
	Career Development Program K-10.	VTP-3807
Texas	Continuation of the Curriculum Project for the Instructional Materials Center to Develop Distributive Education and Industrial Education Materials.	VTP-3808
	Health Career Recruitment and Retention of the Disadvantaged.	VTP-3809
	Matrication as Applied to Building Trades in a Rural Area.	VTP-3810
	Model Project for Assessing and Training Rural Workers for Urban Employment.	VTP-3811
	Multi-Media Approach to Vocational Skills.	VTP-3812
	Operation of a Center for the Development of Home Economics Instructional Materials.	VTP-3813
	Vocational Office Education Instructional Materials (Continuation).	VTP-3814
	Vocational Student Appraisal Program for the Handicapped.	VTP-3815
Wisconsin	Tuition as an Influence on Enrollment in VTAE Programs.	VTP-3816
	Wisconsin Senior Survey.	VTP-3817

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